TOPIC: Programs of Cultural Diversity Progress Report

COMMITTEE: Education Policy

DATE OF COMMITTEE MEETING: March 16, 2011

SUMMARY: Senate Bill 438 and House Bill 905 require that each institution of higher education in Maryland develop and implement a plan for a program of cultural diversity among its students, faculty, and staff. If an institution already has a cultural diversity program, 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 any resources, including State grants, needed by the institution to effectively recruit and retain 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.

The law requires that, on or before May 1 of each year, each institution shall submit its plan to the governing body of the institution for the governing body's review. Further, on or before August 1 of each year, the governing body of an institution shall submit to MHEC a progress report regarding the institution's implementation of its plan.

"Cultural diversity" is defined in SB 438 and HB905 as the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher 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."

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 recommend that the Board of Regents approve the institutional programs of cultural diversity progress reports submitted in Spring 2011.

COMMITTEE RECOMMENDATION:		DATE:
BOARD ACTION:		DATE:
SUBMITTED BY: Irwin L. Goldstein	(301) 445-1992	irv@usmd.edu

REPORT
to the
BOARD OF REGENTS
on
PROGRESS OF INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY

MARCH 16, 2011

Background

Effective 1 July 2008, Senate Bill 438 and House Bill 905 require institutions of higher education to develop and implement a plan for a program of cultural diversity. If the institution already has a program of cultural diversity, the law requires a plan for improving it. Institutional plans must include:

- an implementation strategy,
- a timeline for meeting goals,
- a description of the way the institution addresses cultural diversity among students, faculty, and staff,
- a description of how the institution plans to enhance cultural diversity, if improvement is needed,
- a process for responding to reporting campus-based hate crimes and bias-motivated incidents that may occur on campus,
- a summary of needed resources, including State grants, to effectively recruit and retain a culturally diverse student body, faculty, and staff, and
- instruction and training of the student body, faculty, and staff at the institution to enhance cultural diversity programming and sensitivity.

On or before May 1 of each year each institution is required to submit its plan to the governing body for review. On or before August 1 the governing body is required to submit a progress report regarding the institution's implementation of its plan to the Maryland Higher Education Commission.

Cultural diversity is defined in SB 438 and HB905 as the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education. However, 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.", the University System of Maryland (USM) has taken a more inclusive approach to cultural diversity.

Without exception, institutional programs of cultural diversity are explicitly linked to institutional mission, vision, core values, strategic plan, and in many cases accreditation standards. Thus, there is variation as to how each institution approaches, implements, and enhances its program of cultural diversity. Although there are common themes, elements, and approaches across USM institutions, the implementation strategies, timelines, and resources for meeting the institutional goals of their programs vary as well.

Consistent with the requirements of this legislation, each USM institution submitted its plans for a program of cultural diversity to the Board of Regents for its initial review in March 2009 and in February 2010 its first progress report. This 2011 progress report provides a brief summary of the more detailed institutional progress reports that are attached. Data on student, faculty, and staff are provided in each institutional report. Although provided in separate crime reports to the Board of Regents, summary institutional data are also included in **Table 1** on hate crimes and bias-motivated incidents. For brevity, selected institutional examples are provided throughout this report solely to illustrate the range of possible responses to implementing 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 implement such programs across USM institutions. Institutions have begun

to identify and use national "best practices" in continuing refinement of their efforts to effectively address cultural diversity.

Develop and implement a plan for a program of cultural diversity.

Board approved institutional plans for programs of cultural diversity reflect the leadership, history, complexity, scope, organization, resource commitment, and level of engagement across the USM that is consistent with the distinctive location, character, mission, and vision of each institution. The ongoing institutional development and maintenance of programs of cultural diversity promote a campus climate conducive to inclusiveness and sensitivity to the value of diverse cultures, experiences, and perspectives. For example, shortly after his arrival in July 2010, Dr. Jay A. Perman, the new President at University of Maryland Baltimore (UMB) created a Diversity and Inclusion Council. In his letter of invitation to the inaugural members of the Council he posed the following question and statement that permeates in varying ways the central importance of cultural diversity across all USM institutions. "Are we doing all we can to make our faculty, staff, and student body as welcoming as possible in serving an increasingly diverse population? In raising this question I am talking about more than than numbers and percentages; I am talking about inclusiveness and sensitivity...." [1] Considered a national "best practice", diversity councils or similar administrative structures that formally address cultural diversity are found at every USM institution. It should be noted also that these councils are becoming important vehicles for inter divisional collaboration as is the case with Frostburg's (FSU) divisions of Academic Affairs, the President's Advisory Council on Diversity, and Student and Educational Services.

Develop and implement a plan for improving an existing program.

Expansion of the concept of cultural diversity beyond race and ethnicity has enabled institutions to be more reflective and discerning in their approaches to improving their programs of cultural diversity. Significant in this regard is the integration of programs of cultural diversity with initiatives to close the achievement gap. Through on-going campus-wide, school, college, and department level strategic planning, assessment, and evaluation of efforts to achieve greater access to academic program and improve institution wide cultural diversity, institutions have sought ways to advance their programs of cultural diversity and close the achievement gap concurrently.

Improving institutional efforts is by no means a short-term nor easy task. For example, the University of Maryland College Park's (UMCP) 30-member campus-wide steering committee comprised of faculty, staff, and students spent more than a year crafting the first institutional diversity plan in its history. The plan provides a vision and roadmap for campus efforts in diversity for the next ten years. Among its measures is the hiring of a Chief Diversity Officer, creation of an Office of University Diversity, and the establishment of a representative Diversity Advisory Council to give voice to the needs and visions of diverse groups at all levels of the campus community.

In still another institutional example of improving its program of cultural diversity, Towson University (TU) in now in Phase II of its Reflective Process implementation plan that involves the identification of diversity goals by academic colleges and departments. Among the many initiatives that the University of Baltimore (UB) is undertaking to improve its program of cultural diversity work is the organized review of its curriculum and co-curriculum. Specifically, in February 2010, the Provost recruited a diverse (in terms of age, tenure, gender, race, and sexual orientation) faculty team to participate in an American Association of Colleges & Universities conference on cultural diversity. In so doing, the University of Baltimore positioned these faculty to be more effective in addressing the diversity issues in the curriculum and the needs of first year students. The University of Maryland Eastern Shore (UMES) approaches improvement of its programs of cultural diversity with specific goals and benchmarks in each aspect of its effort, like other USM institutions. UMES also uses a familiar comparative outcome metric

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[1] University of Baltimore, 2010 Programs of Cultural Diversity Progress Report, p.3.

(baseline year 2008-2009) to measure its success from year to year and to adjusts it approach accordingly. UMES' goal to maintain a non-African American administrative staff of 18 between 2008-2009 and 2009-2010 was achieved. Institutions across the USM are engaging in similar activities to strengthen and advance the scope of impact of their programs of cultural diversity.

The way the institution addresses cultural diversity among its students, faculty, and staff populations.

To address cultural diversity among its students, faculty, and staff each institution has implemented initiatives internally encompassing curricular and programmatic areas and externally with community and business partners. Initiatives include, but are not limited to, formal academic programs, special cultural programs, marketing, recruitment, bridge programs, retention, support activities, faculty/staff development and training, as well as community collaborations and partnerships.

While institutions make statements like: "We are resolutely committed to fostering dialogue and collaboration among peoples of different backgrounds, orientations, ad perspectives and ensuring the respectful treatment of all."[2] ; it is their behavior that clearly demonstrates to all a firm commitment to cultural diversity. UMCP continues to give leadership by being among the nation's most diverse campuses with more than 33% of its undergraduates being persons of color and some 3000 undergraduate and graduate international students. In Fall 2010, this commitment was manifested in still another way. UMCP hired its first Asian American president and welcomed its most diverse group of new tenured/tenure track faculty: five who identified themselves as African American; two as Hispanic; and seven as Asian American.

Organizationally, Bowie State University (BSU) recently created the Office of International Programs designed to make international students feel at home on campus. Since 2008, its Department of Psychology and Disabled Student Services have co-sponsored Disability Awareness Day to make more than 400 participants aware of the resources and support services available to address physical and psychological disabilities. At Salisbury University (SU) the Franklin P. Perdue School of Business' Business, Economic, and Community Outreach Network (BEACON) hosts the Bienvenidos a Delmarva Network to improve outreach to children of migrants in the region and to support tutoring programs aimed at English-language learners. Capitalizing on the currency of social networking, University of Maryland University College (UMUC) utilizes its social media platform to engage all students in the virtual diversity discussion. UMUC has also continued to sponsor and host the Top 100 Minority Business
Entrepreneurs (MBE) program that highlights Washington DC Metro Region minority and woman owned businesses who are recognized as leaders in the business world.

In 2010, Salisbury University (SU) held a Professional Networking Luncheon to strengthen or establish partnerships to help increase Maryland's minority student college admittance and degree attainment. Over 50 community college and secondary education professionals from the Baltimore/Washington region and Southern Maryland attended.

Process for responding to reporting campus-based hate crimes and bias-motivated incidents

All institutions have a formal process for reporting campus-based hate crimes and bias-motivated incidents under the federal requirements of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. However, institution-wide response to such incidents involves offices outside of the criminal justice function to systematically address and calm potentially dis-harmonizing reactions in the overall campus environment.

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[2] University of Maryland College Park, 2010 Programs of Cultural Diversity Progress Report, p.2.

Table 1 summarizes the campus-based hate crimes and bias-motivated incidents reported by institution.

	BSU	CSU	FSU	SU	TU	UB	UMB	UMBC	UMCP	UMES	UMUC
Table 1											
2010 SUMMARY of Campus-based hate crimes and bias-motivated incidents											
Students	0	DNR	2	2	23	0	0	1	4	0	0
Faculty	0	DNR	0	1	0	0	0	1	0	0	0
Staff	0	DNR	0	0	0	0	0	1	0	0	0
TOTAL	**0**	**DNR**	**2**	**3**	**23**	**0**	**0**	**3***	**4**	**0**	**0**
DNR = Did Not Report * = Reported without category.											

Summary of any resources, including State grants, needed to effectively recruit and retain a culturally diverse student body, faculty, and staff.

Although institutions have been resourceful in reallocating, finding, and securing additional resources to support their programs of cultural diversity particularly to create a culturally diverse student body, faculty, and staff, severe budgetary challenges continue to limit the scope of their efforts. The adequacy and sustainability of resources have prohibited the continuation of institutional initiatives in these areas for several USM institutions. The following examples illustrate the range of these challenges and the limits imposed on institutions. The attached institutional reports provide fuller details of their particular resource needs.

Coppin State University (CSU) School Nursing Dominican Republic Initiative exposes nursing students and faculty to patients abroad through clinical experiences and educational programs. However, in 2010 CSU did not send students or faculty due to a shortage of financial resources. An additional $30,000 would be required to increase students participation from five to ten.   At the University of Maryland Baltimore County (UMBC) the Center for Women in Information Technology has to limit the participation of transfer and underrepresented students in scholarly activities designed for them due to lack of funding. Similarly, UMBC'S Annual Research Symposium which brings together first-year Meyerhoff graduate fellows with current Meyerhoff graduate fellows is only partially funded by a grant. In 2009, FSU estimated that its program of cultural diversity required an additional $214,000. Although it has made progress over the last two years, it has been unable to provide these additional funds. At UMB, there is a positive contrast. Ten $10,000 scholarships were awarded by the Robert Wood Foundation in the Clinical Nurse Leader program to newly admitted students who are from groups underrepresented in nursing or from disadvantaged backgrounds.

With respect to recruitment and retention, UMBC offers a pilot Postdoctoral Fellows Program for Faculty Diversity designed to support for two years promising scholars committed to diversity in the academy and to prepare them for possible future tenure track appointments at UMBC. Through the use of diverse media outlets, such as Maryland Workforce Exchange and the National Association of College Auxiliary Services, BSU has hired 31 ethnically diverse employees: 23 Caucasians, 3 Hispanics, and 5 Asians. The Office of Student Research in the UMB School of Medicine maintains an online database of summer research/year-off fellowships and seeks out minorities and actively recruits them. UMCP is in the third year of a $2.4 million grant program that designated UMCP as an Asian American and Native American/Pacific Islander serving institution. In the inaugural class, it is the only academically selective institution and the only one located on the east coast to receive this designation. TU's Community Enrichment and Enhancement Partnership Award (CEEP) designed to increase access and success of cultural diverse and traditionally under-served undergraduate students has produced the greatest number (137 or 81%) of CEEP award recipients from its African American students.

Enhance cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff at the institution of higher education.

Enhancing cultural diversity programs and sensitivity through instruction and training is ongoing and carried out in myriad ways across USM institutions. SU is developing workshops covering Sexual Harassment Prevention, Prevision of Discrimination and Other Forms of Harassment, and Teaching in a Diverse Classroom for implementation in 2011. UB is working to identify campus leaders with expertise in cultural diversity as a step toward becoming a "Living Library" in which those with cultural diversity knowledge can be paired with those who have cultural diversity questions. UMUC offers through the Office of Diversity Initiatives a Diversity Awareness Program comprised of the following training modules: Interpersonal Communication, Managing a Diverse Workforce, Working in a Diverse Environment, and Sexual Harassment, a module mandatory for all faculty and staff. Its Human Resource Office continues to provide ongoing employee training through a proprietary online training program called UMUC LEADS (Learning, Education, Advancement, and Development). At BSU a dozen faculty have participated in a range of cultural diversity related professional development and training activities.

Conclusions

In this 2011 progress report on institutional programs of cultural diversity, particularly noteworthy is the continuing engagement that USM institutions have made between plans for programs of cultural diversity and closing the achievement gap. This connection and engagement recognizes the interdependency. The goals of neither can be achieved without the other.

Further, it is important to note that USM institutions value the necessity for deliberate regular consideration and review of their goals, plans, strategies, and benchmarks to appropriately make improvements in their cultural diversity efforts. While institutions readily acknowledge the inadequacy of funding to support initiatives, the resolve to sustain and where possible to do more remains strong. All see the value-added dimensions of programs of cultural diversity as vital to their missions and interests.

BOWIE STATE UNIVERSITY

Bowie State University
Progress Report on Institutional Cultural Diversity
FY 2010 Report to the University System of Maryland

I: Institutional Progress Report

Introduction

Established in 1865, Bowie State University is the oldest Historically Black Institution (HBI) in Maryland and one of the oldest in the nation. Bowie State University's commitment to diversity has been inextricably linked to our history and mission, and we have carried that commitment forward from our founding to the present. Today, our commitment to diversity is evidenced through our academic programs and curriculum, our student support programs, activities, and our Human Resources functions.

A. Status of Implementation Efforts/Progress toward Goals

While Bowie State has a rich history of engaging in many activities which promote diversity, our efforts toward implementing a formal program of institutional cultural diversity are still ongoing. In the past year we have made important strides towards the goal; however, our efforts were directly impacted by (1) the resignation of our Provost and Vice President of Academic Affairs in November 2010 and (2) our inability to hire staff in certain key positions due to budget reductions and the hiring freeze. Despite these setbacks, however, Bowie State University has been able to move closer to the goal of implementing an institutional cultural diversity program in several important respects. First, we continue to promote diversity as one of our institution's core values. This has largely provided the framework for our past and current efforts in the area of diversity, even in the absence of a formal program. Second, Bowie State University has implemented a number of new programs and initiatives designed to enhance diversity. Third, we have begun to collect data on our diversity-related activities, which will enable us to more effectively evaluate the impact of our efforts going forward.

Diversity as an Institutional Core Value

In 2006, new University President, Dr. Mickey Burnim, charged the University's Strategic Planning Committee with identifying and defining core values for the University. Specifically the committee was charged, in relevant part with: *Identifying and articulating the core values and ensuring that they serve as the foundation for fostering a collegiate community spirit, ethical behavior, strong standards, and academic excellence.* After receiving input from the campus community, our Strategic Planning Committee recommended the university adopt five core values:
- Excellence
- Civility
- Integrity
- Diversity
- Accountability

Subsequently, the Strategic Planning Committee defined our core value of Diversity as *"an awareness of and sensitivity to differences, including race, gender, ethnicity, national origin,*

political persuasion, culture, sexual orientation, religion, age, and disability." As an HBI, we felt it important to adopt a definition that went beyond race and ethnicity to include the numerous other characteristics that bring richness to our campus community.

B. How We Have Addressed Cultural Diversity

As was mentioned earlier, we have used our University's core value of Diversity as the foundation for many of our ongoing initiatives on campus. Below we have highlighted several of our ongoing initiatives. A comprehensive list of ongoing activities was presented previously in the 2009 report.

Initiative 1: Diversity as a part of the Curriculum

Bowie State University currently delivers many courses that support cultural diversity. A sample of these courses, along with general enrollment and FY 2010 course evaluation data, when available, are listed below. The course evaluation information is the percent of students indicating that the course information *always* furthered the student's knowledge in the area.

- **ANTH 302 PEOPLES OF THE WORLD -** This course is a cross-cultural description and analysis of cultural and social institutions. The cultures of a representative number of groups will be studied in terms of their implications for present-day society. Biological and cultural facts about living races are reviewed and analyzed (N=44).

- **SOCI 310 RACE/ETHNIC RELATIONS -** This course provides a sociological approach to the understanding of race/ethnic relations in the United States and elsewhere; analyzes various ethnic groups and the problem of assimilation (N=99, 95%).

Initiative 2: Diversity in Student Services and Activities

Below are highlighted programming during FY 2010. These activates are in addition to those previously included in the University's Cultural Diversity reports.

Black History Month: Every February, the University offers an extensive array of thematic activities to celebrate Black History Month. The History of Black Economic Empowerment" was the theme in 2010. Dr. Joe Leonard Jr., Assistant Secretary for Civil Rights, U.S. Department of Agriculture was the keynote speaker our campus-wide spring convocation. In addition, the University hosted the "Full Truth: U.S. Supreme Court Justice Thurgood Marshall" theatrical tribute featuring judges from Maryland and Washington D.C. Rounding out the celebration are art exhibits, lectures, dance and music events drawing upon expertise of faculty, students and the community.

Alcohol, Tobacco and Other Drug Prevention (ATOD) Center: During FY 2010, the Bowie State University ATOD center conducted workshops on alcohol, substance use, and HIV/AIDS. ATOD staff conducted presentations in 15 freshman seminars classes. four health classes, three Residential Halls, three presentations in the Wiseman Center. At least 810 students were in attendance throughout the two semesters.

The Wellness Center: During FY 2010, the Wellness Center hosted several community events including the 32nd Annual Health Fair with over 60 vendors from the community, a Women's Wellness Conference on Health Disparities, and a Girl's Wellness Conference. These activities enrolled over 500 participants.

Disability Awareness Day – Since 2008, Bowie State University's Department of Psychology and Disabled Student Services office have co-sponsored Disability Awareness Day. This program is designed to provide information to the campus community about physical and psychological disabilities, and also make the community aware of the resources and support services available. This event is held during the spring semesters. To date, over 400 student, faculty and staff have participated in this event.

Student Organizations - Bowie State University currently recognizes 35 student organizations designed to raise awareness and support diverse student populations on campus to raise awareness and support diverse student populations on campus:

Cultural Organizations (4): African Student Association, United Caribbean Association, La Familia Espagnola, and Muslim Student Association

LGBTQ Organizations (1) Eyes Wide Shut (Lesbian, Gay, Bisexual, Transgender, Queer Questioning Allied Support Organization)

Religious Organizations (6): Advent Fellowship, Alpha Nu Omega Sorority, Inc., Apostolic Fellowship, Bethel Campus Fellowship, Christ Side Ministries, and Lighthouse Campus Ministries

Women's Organizations (14): Alpha Kappa Alpha Sorority, Inc., Alpha Nu Omega Sorority, Inc., Chi Eta Phi Sorority (Nursing), Delta Sigma Theta Sorority, Inc., Golden Girls Cheerleading, Mom Phi Mom, National Council of Negro Women, Sigma Gamma Rho Sorority, Inc., Sisters of Nia, Society of Sophisticated Ladies, Swing Phi Swing Social Fellowship, Tau Beta Sigma National Band Sorority, Virtuous Women, and Zeta Phi Beta Sorority, Inc.

Men's Organizations (9): Alpha Phi Alpha Fraternity, Inc., Black Male Agenda, Groove Phi Groove Social Fellowship, Iota Phi Theta Fraternity, Inc., Kappa Alpha Psi Fraternity, Inc., Kappa Kappa Psi National Band Fraternity, League of Extraordinary Gentlemen, Omega Psi Phi Fraternity, Inc., and Phi Beta Sigma Fraternity, Inc.

C. Status of Institutional Enhancement of Programs of Cultural Diversity

In the past year, we have embarked on several new programs designed, in part, to promote diversity in our community. Two of those programs are highlighted below:

New Criminal Justice Program

The University's new program in Criminal Justice was approved during FY 2010. Formerly a concentration within Sociology, the Criminal Justice major was created to help address regional workforce demands for baccalaureate-level law enforcement and correctional personnel. This major provides students with 30 semester hours of a "core" that emphasizes training in theory and research methodology. Students then focus their studies in forensic science, community based- corrections, and social justice (21 hours). The concentrations provide students with 21 hours, including a practicum or field experience course. All students are required to enroll in CRJU 414 Seminar in Criminal Justice during their senior year. Majors are required to earn at least a "C" grade in all Criminal Justice courses in their major program. Concentrations include: Forensic Science, Community-based Corrections and Social Justice. The Social Justice Concentration provides students with the opportunity to develop a field of knowledge and expertise that will enable them to: (1) critically examine the values that constitute social justice in theory and practice; (2) understand the principles of effective social activism; and formulate and evaluate policies that seek to address issues such as racism, violence, literacy, human rights, gender equity, poverty, hunger, and conservation of the environment.

New Office of International Programs

In August 2009, the University created the Office of International Programs was established as a special initiative of the Office of the Provost. The Office of International Programs strives to make international students feel at home on the campus; provide opportunity, through its programs, to have American students meet and integrate with international students; expose the campus-wide community to current international and global issues through the relevance of the speakers and programs it invites to the campus; and, present opportunities for the community to broaden their horizons, by exposing them to issues and current events beyond the U.S. borders.

Selected accomplishments during its first year include:

- A Symposium on **Alternative Responses to Healthcare Organization**
  Speakers featured were - Marcos Garcia – 2nd Secretary , Embassy of Venezuela , & Netfa Freeman, Director, School for Activists (SALSA), Institute for Policy Studies.
  125 students and 8 faculty attended .

- Cooperated with the College of Business in preparation and submission of Grant Proposal on International Business Education – **Strengthening Business Opportunity with Africa** – in collaboration with the Africa Trade Office of P.G. County, Addis Ababa University and the Robert H. Smith School of Business – Project Directors Dr. Granville Sawyer & Prof. Fiseha Eshete. This proposal has been funded - $180,000

- Joined with Dr. George Acquaah – Dean of the College of Arts & Sciences – in welcoming to BSU the Provost of the Kwame Nkrumah University of Science and Technology of Kumasi, Ghana, to the BSU campus on October 2009. This was a follow-up to a visit paid to Ghana in summer 2009 by a three person delegation from BSU – Dr. Acquaah, Dr. William Lewis and Prof. Clayton Lang as a pre-trip workshop to a study abroad program that is in the planning stages.

- Supported BSU's College of Arts and Sciences Initiative – **Center for Global Engagement** and the planning of a study abroad program to Ghana. The Center was officially inaugurated in fall 2010 in a program that filled CLT 102.

- Hosted a Fulbright Scholar, Dr. Rosalie Hall, a professor from the Philippines, who came to Bowie State University on January 2010 and delivered a lecture on the Washington DC leg of her research tour. Her lecture was on conflict-resolution and the integration of former combatant opposition forces into the national armies of the Philippines and E. Timor. She spoke to an audience of about 90 persons (students & faculty).

- Hosted two visiting Cuban medical students in April , 2010. They were on a national tour, invited by a coalition of universities that included Bowie State University. Other participants in this area were University of Maryland, College Park, American University, Howard University, and Howard University Lw School, and the Duke Ellington School of the Arts. The visitors also visited universities in Georgia, New Jersey, New York, MidWest and California. Students were welcomed to BSU by Acting Provost Shaheed and Dean Antoinette Coleman, visited the nursing lab in the Department of Nursing, and spoke to students and faculty in the School of Professional Studies in an open forum in CLT 102. 140 students and 10 faculty attended

D. Status Report on Hate Crimes

Since 2007, Bowie State University reported zero (0) hate crimes and zero (0) bias related incidents on campus. A copy of our Crime Statistics Data is available at
http://www.bowiestate.edu/CampusLife/police/ .

E. Summary of Resources Used and Needed to Effectively Recruit and Retain a Culturally Diverse Student Body, Faculty and Staff

Recruitment
The objective of the Bowie State University Office of Human Resources (OHR) is to attract a qualified pool of diverse candidates to staff positions at the University. Over the past year, the Office of Human Resources has advertised job announcement though diverse media outlets such as *The Chronicle of Higher Education*, *The Washington Post*, *The Nursing Spectrum*, The Association of Fundraising Professionals (AFP), The National Collegiate Athletic Association (NCAA) National Athletic Trainer, Maryland Workforce Exchange AIGA (the Professional Association for Design), the Society for Human Resource Management (SHRM), the National Association of College Auxiliary Services (NACAS), and the Chronicle of Philanthropy. In the past year, the University has hired 31 employees who are ethnically diverse. The composition of the diverse hires is as follows: 23 Caucasians; 3 Hispanics and 5 Asians.

Visa Sponsorship of Diverse Faculty and Staff
The Office of Human Resources has coordinated the University's sponsorship of 4 faculty members and 3 staff members for H-1B Visas. The sponsored employees are from China, India, Jamaica, Japan, Singapore, Trinidad and Nigeria. Also, the University has sponsored 5 for Permanent Residency and is currently in the process of sponsoring one faculty member and one staff member for Permanent Residency.

Training
The Office of Human Resources has conducted two Cultural Diversity Training Briefings during the month of February.   In attendance were a total of 42 faculty and staff members. Additional Diversity Training will be scheduled during the year.

Spanish Classes
The Office of Human Resources will be coordinating several conversation Spanish Classes for the Faculty and Staff members throughout this year. Planning is currently underway and we anticipate the first session to take place by the summer 2011.

Department of Nursing
MHEC Nursing Accelerated BSN grant focuses on recruitment of 2nd degree and transfer student from culturally diverse backgrounds. Who Will Care grant, funded by the Maryland Hospital Association, is also focused on recruitment and retention of minority nursing students. The Minority Nurse Pipeline Grant promotes interest in nursing to Prince George's County Public Schools minority students. The Department of Nursing provided outreach to several PGCPS middle schools and implemented nursing clubs at those sites. Bladensburg and Crossland High Schools visited the BSU campus to tour the DON simulation lab. In addition, the Department conducted the Pre-Nursing Academic Boot Camp during summer 2010 to provide math, reading, science, and writing instruction to the high school students interested in nursing. The academy was designed to assist students prepare for success at Bowie State University and enhance the university's mission regarding time-to-degree.

Department of Social Work
The Department of Social Work enhanced its marketing brochure to incorporate a culturally diverse student body and to encourage the recruitment of students from various backgrounds and cultures. The Department also utilized videos, YouTube/companion online tools, and Rosetta Stone in recruitment activities to diversify the social work student population.

F. Status of Instruction and Training Efforts

During this past year many of the University's faculty, staff and students have participated in instruction, training, and professional development which raised awareness about issues related to diversity. In addition to the academic courses mentioned elsewhere in this document, faculty and staff have participated in the following professional development and training:

- Adams, Charles B. (February 2010) Examining the role of Gender and Ethnicity in Higher Education in Washington, DC. Paper presented at the annual meeting of the Association of Black Sociologists in New York, NY.

- Barnett, K. (February and March 2011) Culturally-Specific Domestic Violence Training, Birmingham Police Department. The National Organization of Black Law Enforcement Executives (NOBLE). Birmingham, AL

- Barnett, K. (September 2010) Cultural Diversity Training, The Mount Vernon Police Department. The National Organization of Black Law Enforcement Executives (NOBLE). Mount Vernon, NY

- Bishop, C. L. & McKinzie, C. A. (2008). Demographic Differences in the Universal Context of Racism: Implications for Trauma. Paper presented at the annual meeting of The Institute for the Study and Promotion of Race and Culture (ISPRC) at Boston College, Boston, MA, October 3-4, 2008. This paper focused on cultural differences in the awareness of racism.

- Parris, Elliott (October 2010) Paper presentation entitled *The Class Gap needs an Education Bridge: Lessons from the African American Experience* at the Global Education Meltdown: Solutions for Sustainability conference, sponsored by the Ministry of Education of Barbados.

- LaFleur, Verna (July 2010) Acculturation, social support, and self-esteem as predictors of mental health among foreign students: a study of Nigerian nursing students, Walden University, Minneapolis, MN

- Dr. Thelon Byrd Professor *"Role of Diagnostic Test Data in Planning Instruction for Students with Disabilities"* Bowie State University, Fall, 2009

- Dr. Barrie Ciliberti Associate Professor *Teaching "Democracy" to a diverse student body* ATE Conference.

- Garin, E. and Somerville, R. (in press). Writing instruction for diverse learners: Who are these students and what do they need? In J. Richards & C. Lasson (Eds.) *Collaborative writing strategies in the primary grades: Scaffolding students' writing with meaningful mini lessons.* San Francisco: Jossey-Bass.

- Johnson, J. (2010). "*The Importance of Becoming a Multicultural Counselor* in all Settings" in Careers in Counseling and Psychology for Masters level Graduate Students, University Readers, San Diego, CA., pgs.65 - 86.

- Fall Guest Lecture Series: "African Diaspora & Global Cultures Initiatives: Global Cultures & International Communication" with Dwight Ellis, Esq, Adjunct Professor of Communications, Bowie State University. Wednesday, September 24 12:30 p.m. No. of Participants = 32

- Fall Guest Lecture Series "Global Cultures & Race Relations in Trinidad: Religious Tolerance: Trinidad Example." Guest lecturers with Dr. Gerard Tikasingh, Lecturer of History, Bowie State University and Dr. Ralph Parris, Professor of Geography, Bowie State University, October 1, 1:00 p.m. No. of Participants = 22

II: Demographic Data

Cultural Diversity Plan Data – Full-Time Faculty and Staff
Fall 2009 and 2010

	2009		2010			2009		2010	
Full-Time Instructional Faculty	N	% of Total	N	% of Total	**Full-Time Staff**	N	% of Total	N	% of Total
Male					**Male**				
African-American	75	33%	74	32%	African-American	110	32%	104	31%
American Indian	0	0%	0	0%	American Indian	0	0%	0	0%
Asian	4	2%	6	3%	Asian	7	2%	3	1%
Hispanic/Latino	9	4%	5	2%	Hispanic/Latino	3	1%	7	2%
White	26	11%	23	10%	White	9	3%	8	2%
2 or more races			0	0%	2 or more races			0	0%
Foreign/ Unknown	3	1%	8	3%	Foreign/Unknown	10	3%	9	3%
Subtotal	117	51%	116	51%	Subtotal	139	41%	131	39%
Female					**Female**				
African-American	83	36%	84	37%	African-American	160	47%	165	49%
American Indian	0	0%	0	0%	American Indian	1	0%	1	0%
Asian	5	2%	4	2%	Asian	1	0%	3	1%
Hispanic/Latino	5	2%	5	2%	Hispanic/Latino	4	1%	3	1%
White	14	6%	14	6%	White	18	5%	17	5%
2 or more races			0	0%	2 or more races			0	0%
Foreign/ Unknown	6	3%	6	3%	Foreign/Unknown	19	6%	18	5%
Subtotal	113	49%	113	49%	Subtotal	203	59%	207	61%
Total					**Total**				
African-American	158	69%	158	69%	African-American	270	79%	269	80%
American Indian	0	0%	0	0%	American Indian	1	0%	1	0%
Asian	9	4%	10	4%	Asian	8	2%	6	2%
Hispanic/Latino	14	6%	10	4%	Hispanic/Latino	7	2%	10	3%
White	40	17%	37	16%	White	27	8%	25	7%
2 or more races			0	0%	2 or more races				0%
Foreign /Unknown	9	4%	14	6%	Foreign/ Unknown	29	8%	27	8%
Total	230	100%	229	100%	Total	342	100%	338	100%

Bowie State University
Progress Report on Institutional Cultural Diversity
FY 2010 Report to the University System of Maryland

Cultural Diversity Plan Data – Students
Fall 2009 and 2010

	2009		2010			2009		2010	
Undergraduate Students	N	% of Total	N	% of Total	**Graduate Students**	N	% of Total	N	% of Total
Male					**Male**				
African-American	1478	34%	1510	34%	African-American	256	21%	264	22%
American Indian	4	<1%	5	<1%	American Indian	1	<1%	1	<1%
Asian	17	<1%	22	<1%	Asian	7	1%	9	1%
Hispanic/Latino	26	1%	28	1%	Hispanic/Latino	8	1%	8	1%
White	48	1%	40	1%	White	28	2%	28	2%
2 or more races			1	<1%	2 or more races				
Foreign/ Unknown	53	1%	37	1%	Foreign/Unknown	21	3%	27	2%
Subtotal	1626	37%	1643	37%	Subtotal	318	26%	377	29%
Female					**Female**				
African-American	2490	57%	2497	57%	African-American	744	61%	680	58%
American Indian	13	<1%	11	<1%	American Indian	6	<1%	3	<1%
Asian	56	1%	36	1%	Asian	12	1%	13	1%
Hispanic/Latino	51	1%	58	1%	Hispanic/Latino	14	1%	9	1%
White	75	2%	79	2%	White	86	7%	80	7%
Native Hawaiian			2	<1%	Native Hawaiian				
2 or more races			2	<1%	2 or more races			2	<1%
Foreign/ Unknown	89	2%	73	2%	Foreign/Unknown	37	3%	53	4%
Subtotal	2774	63%	2758	63%	Subtotal	899	74%	840	71%
Total					**Total**				
African-American	3968	90%	4007	91%	African-American	1000	82%	944	80%
American Indian	17	<1%	16	<1%	Asian	7	1%	4	<1%
Asian	73	2%	58	1%	American Indian	19	2%	22	2%
Hispanic/Latino	77	2%	86	2%	Hispanic/Latino	22	2%	17	1%
White	123	3%	119	3%	White	111	9%	108	9%
Native Hawaiian			2	<1%	Native Hawaiian				
2 or more races			3	<1%	2 or more races			2	<1%
Foreign /Unknown	142	3%	110	3%	Foreign/ Unknown	58	5%	80	7%
Total	4400	100%	4401	100%	Total	1217	100%	1177	100%

COPPIN STATE UNIVERSITY

COPPIN STATE UNIVERSITY

REPORT ON DIVERSITY INITIATIVES

February 25, 2011

Office of the Provost and Vice President for Academic Affairs
2500 W. North Avenue
Baltimore, MD 21216
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Brief Summary

In July of 2008, the Maryland General Assembly passed Senate Bill 438 and House Bill 905 into law. The Bills required each higher education institution to submit a plan for its programs of cultural diversity on or before May 1, 2009. In response to State's request that Universities within the University System of Maryland (USM) develop plans on cultural diversity, Coppin State University designed a plan that outlines key initiatives and activities related to diversity. For the purposes of this report summary, cultural diversity refers to programming related to the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education. As required by the USM and the Maryland Higher Education Commission (MHEC), Coppin State University will regularly report on the progress of the Plan and its related initiatives.

Cultural Diversity at Coppin

The University embraces cultural diversity on a broader scale than the definition by the State suggests; going beyond its mission as a Historically Black College and University (HBCU). The University hosts a set of strategies, activities and programs that include students, faculty, staff, and administrators of all racial and ethnic groups traditionally underrepresented in public higher education. Unique to its mission, Coppin has also had the opportunity to serve residents in its immediate community of Baltimore City, Baltimore County, and beyond by serving in the community through volunteerism and health-related workshops and clinics.

Our Mission

The University has submitted a revised mission to the Maryland Higher Education Commission and to the University System of Maryland for review and approval. To date, the mission has partial approval.

The current mission is as follows:

Coppin State University, an urban, comprehensive, historically Black institution located in Baltimore, Maryland, offers quality undergraduate and graduate programs in teacher education, the liberal arts, mathematics, sciences, technology, and professional disciplines. The University provides educational access and diverse opportunities for students through excellence in teaching, research, and community engagement thus preparing analytical, socially responsible, lifelong learners. Coppin State University builds on a rich legacy of empowering students, promoting community revitalization, and strengthening relationships with local, national, and global partners.

Selected Initiatives and Institutional Progress

Faculty Recruitment

Faculty members find the campus to be a welcoming environment. The geographic location of the University within the Baltimore City limits makes it an attractive environment for faculty to have careers and make commitments to instructional duties at Coppin State. The University makes every effort to advertise in diverse publications to ensure that individuals in the country and worldwide would have access to job opportunities with the University. These publications include, but are not limited to the Chronicle of Higher Education, Diverse Issues in Education, Higher Ed Jobs.com, Academic Keys, and a variety of discipline-specific online and print journals.

Progress to Date:

The University maintains subscriptions to diverse publications in an effort to ensure that when searches are conducted for new faculty, candidates will derive from diverse locations. While the limitations of dollars for advertising continue, the University is able to post positions in print and online journals, many of which may be discipline-specific.

The recession has contributed to the University's inability to be aggressive in its recruitment and hiring of an appropriate number of faculty across all of its disciplines.

Costs & Expenditures:

Costs for recruiting and hiring faculty vary by discipline (i.e. the addition of two new faculty within the School of Management Science & Economics could run as much as $190,000.

Demographic Information **(2008/09 – 2010/11)**

The following tables show that while overall recruitment of faculty is slow, the University has had increases in a few areas related to race and ethnicity. The percentage of African American faculty increased from 80% in AY 2008 to 83% in AY 2010. The number of Asian faculty also increased from 4% in AY 2008 to 5% in AY 2010.

The following data in the tables that follow reflect our findings:

2008-2009 Demographic Profile of All Faculty Members

(Table includes Full-Time Tenure-Track, Full-Time Contractual, & Adjuncts)

Race/Ethnicity	Total No.	%	# Male	# Female
African American/Black	241	80	91	150
American Indian or Alaska Native	0	0	0	0
Asian	13	4	10	3
Hispanic/Latino	1	0	0	1
White	37	12	27	10
Native American or other Pacific Islander	0	0	0	0
Two or more races	0	0	0	0
Unknown	9	3	4	5
TOTAL	301	100	132	169

Source: OIR

2009-2010 Demographic Profile of All Faculty Members

(Table includes Full-Time Tenure-Track, Full-Time Contractual, & Adjuncts)

Race/Ethnicity	Total No.	%	# Male	# Female
African American/Black	275	83	110	165
American Indian or Alaska Native	1	0	0	1
Asian	16	5	11	5
Hispanic/Latino	1	0	0	1
White	34	10	27	7
Native American or other Pacific Islander	0	0	0	0
Two or more races	0	0	0	0
Unknown	5	2	2	3
TOTAL	332	100	150	182

2010-2011 Demographic Profile of All Faculty Members

(Table includes Full-Time Tenure-Track, Full-Time Contractual, & Adjuncts)

Race/Ethnicity	Total No.	%	# Male	# Female
African American/Black	258	83	112	146
American Indian or Alaska Native	0	0	0	0
Asian	16	5	11	5
Hispanic/Latino	0	0	0	0
White	37	12	25	12
Native American or other Pacific Islander	0	0	0	0
Two or more races	0	0	0	0
Unknown	1	0	1	0
TOTAL	312	100	149	163

Source: OIR

Diversifying the Student Body

The student body continues to be diverse. The University recruits from all major countries and counties within the region. Every semester, an enrollment management team along with faculty representatives visit area high schools where large numbers of prospective white students and students of other ethnicities are present. The majority of Coppin's students (over 70%) are from Baltimore City and Baltimore County. However, the student body is comprised of students from all major ethnic groups.

Progress to Date:

The University continues to recruit and advertise using diverse forms of media. However, the lack of financial resources prevent large scale advertising.

Costs:

Costs have been limited to admissions materials which are typically printed annually at approximately $45,000. Funds for print publications remain low.

2008-2009 Demographic Profile of Students

Race/Ethnicity	Total No.	%	# Male	# Female
African American/Black	3473	86	722	2751
American Indian or Alaska Native	4	0	2	2
Asian	10	0	0	10
Hispanic/Latino	17	0	8	9
White	90	2	25	65
Native American or other Pacific Islander	0	0	0	0
Two or more races	0	0	0	0
Unknown	457	11	139	318
TOTAL	4051	100	896	3155

Source: OIR

2009-2010 Demographic Profile of Students

Race/Ethnicity	Total No.	%	# Male	# Female
African American/Black	3353	88	766	2587
American Indian or Alaska Native	2	0	1	1
Asian	9	0	3	6
Hispanic/Latino	16	0	6	10
White	51	1	19	32
Native American or other Pacific Islander	0	0	0	0
Two or more races	0	0	0	0
Unknown	370	10	109	261
TOTAL	3801	100	904	2897

Source: OIR

2010-2011 Demographic Profile of Students

Race/Ethnicity	Total No.	%	# Male	# Female
African American/Black	3326	88	764	2562
American Indian or Alaska Native	5	0	2	3
Asian	9	0	4	5
Hispanic/Latino	26	1	7	19
White	61	2	24	37
Native American or other Pacific Islander	0	0	0	0
Two or more races	0	0	0	0
Unknown	373	10	101	272
TOTAL	3801	100	902	2898

Source: OIR

Diversifying the Staff

The Office of Human Resources offers a variety of workshops that include cultural diversity. These workshops are offered on a regular basis and are available to all members of the campus community at least two times per year. Workshops include such topics as sensitivity training and interacting with persons from other cultural backgrounds and experiences. These workshops are essential since the University has staff from all types of diverse backgrounds.

The following tables provide a demographic profile of staff.

2008-2009 Demographic Profile of Staff

Race/Ethnicity	Total No.	%	# Male	# Female
African American/Black	410	92	148	262
American Indian or Alaska Native	0	0	0	0
Asian	13	3	9	4
Hispanic/Latino	2	0	1	1
White	20	4	12	8
Native American or other Pacific Islander	0	0	0	0
Two or more races	0	0	0	0
Unknown	2	0	0	2
TOTAL	447	100	170	277

Source: OIR

2009-2010 Demographic Profile of Staff

Race/Ethnicity	Total No.	%	# Male	# Female
African American/Black	409	90	155	254
American Indian or Alaska Native	1	0	0	1
Asian	14	3	10	4
Hispanic/Latino	2	0	1	1
White	27	6	17	10
Native American or other Pacific Islander	0	0	0	0
Two or more races	0	0	0	0
Unknown	3	1	3	0
TOTAL	456	100	186	270

Source: OIR

2010-2011 Demographic Profile of Staff

Race/Ethnicity	Total No.	%	# Male	# Female
African American/Black	457	89	178	279
American Indian or Alaska Native	3	1	1	2
Asian	18	4	14	4
Hispanic/Latino	0	0	0	0
White	32	6	21	11
Native American or other Pacific Islander	0	0	0	0
Two or more races	0	0	0	0
Unknown	4	1	4	0
TOTAL	514	100	218	296

Source: OIR

University Programming

In general, 100% of Coppin's curriculum provides students with broad exposure to racial and ethnic diversity. The offerings include courses in foreign languages, international studies, humanities, and race relations. Each department through its General Education courses and major core courses offers topics on diversity and race in specific disciplines and professions and diversity is central. As a selected example, the Department of Social Sciences teaches a political science course that deals with special topics in race relations. While the course is limited to students, discussions and brief lectures that result from the course are open to the entire campus community. Each month, a brown-bag series is held where students, faculty, staff and administrators contribute to conversation and information sharing during this event.

University Wide Initiatives

School of Nursing Dominican Republic Initiative

In 2007, the Helene Fuld School of Nursing partnered with the Caribbean nation of the Dominican Republic for the purpose of establishing a study abroad program. Due to a shortage of financial resources last academic year, the School was unable to send students or faculty for this initiative. The program will resume in fall 2011. The team will include four (4) females and

one (1) male. The program will permit three-to-five minority nursing students (both male and females) from Coppin to be exposed to health care experiences of international populations. The program exposes School of Nursing faculty and students to patients abroad through clinical experiences and other educational programs. Traditionally, five faculty members, including the dean and faculty members from the School of Management Science and Economics and the Department of Health and Human Performance visited to establish a partnership that would create a study abroad program. The program will permit three-to-five minority nursing students from Coppin to be exposed to health care experiences of international populations.

Progress to Date:
The School of Nursing is in the planning stages for next year. Plans still include arranging opportunities for clinical visits, collaboration with Dominican health care providers, and educational experiences that enrich the experiences of nurses and improve the quality of health for Dominicans. Program participants are from a cross-section of the campus such other departments as Sports Management. They will engage in assessing resources to develop fitness and recreational programs, identifying qualified staff as well as train staff in weight management and acquiring equipment and supplies that would lay the foundation to promote and manage a healthy, active and productive lifestyle for youth and adults. Also, students will have the opportunity for immersion into Spanish-language instruction in the context of their discipline and prospective careers.

Costs & Expenditures:
Last year's costs for the operating the program were approximately $10,000 in travel and other expenses to the University. Five students will be exchanged at $20,000 bringing anticipated costs and expenditures in excess of $30,000. Expansion of the initiative for more than five students to 10 additional students would costs $60,000 in one academic year alone. The program is anticipated to remain small until additional funds are secured through grants or other sources.

Global Affairs Committee

The University has a Global Affairs Committee that manages affairs related to global academic programming and relationships with international partners such as Helwan University in Egypt and the Barbados educational community. Technology is used to enhance diversity by providing faculty at Coppin and students abroad with online team-taught instruction. The Committee also facilitates study abroad experiences for students, hosts several international student events, and develops funding opportunities for academic scholarship and notoriety that includes but is not limited to the Fulbright Scholars Program.

Demographic Information:
The Committee is comprised of four (4) males and five (5) females; two (2) are Caucasian and seven (7) are African Americans.

Progress to Date:
The Committee is in the process of developing two major elements that would further its mission. They include a formal and comprehensive policies and procedures to guide international faculty and student exchanges.

Costs & Expenditures:
There are several costs involved with establishing partnerships for international exchanges of students and faculty. Technology for online education administration & support = $70,000; new foreign exchange program with minimal student participation = $50,000. TOTAL YEAR ONE = $220,000 or more.

International Education Week

The School of Arts and Sciences regularly hosts International Education Week for students interested in other cultures and/or careers in the foreign services. <u>Due to financial costs and other budget limitations of the University, the School of Arts & Sciences was unable to host their annual International Education Week this year.</u> There are plans to have the event the next academic year contingent on the availability of funds.

Typically at this event, students are provided information on other cultures and events related to international student programming on campus; representatives from the State Department speak on campus regarding summer careers and opportunities with their organization; study abroad and passport fairs are held instructing students on study and travel opportunities; and invitations are given to students to join the International Student Club which is comprised of Caribbean and African students.

Demographic Information:
Faculty from the School of Arts and Sciences; five faculty – 6 males and 7 females; students, 120, 81 females and 39 males; of which 72 African American, 11 Hispanic, 22 Caucasian, and 15 were Other.

Progress to Date:
The Education Week is in the planning stages for AY 2011/12. The lack of funds limit the scope and size to a day from a week.

Costs & Expenditures:
$10,000 in programming costs are anticipated; food, speakers, publications included . <u>Due to financial costs and other budget limitations of the University, the School of Arts & Sciences was unable to host their annual International Education Week in AY 10/11.</u>

African American History Celebrations

Each year, the University hosts a series of on-campus events in celebration of African American History. One such event was in held in recognition of the Reverend Dr. Martin Luther King, Jr. The Coppin Community paid tribute to selected individuals who had made major contributions to the University and surrounding community through teaching, research and service. Invitations to these events are sent to the campus community as well as the surrounding community within the Baltimore region.

Demographic Information:
University family attendees = 450 one week cumulative; community member 110

members. Exact demographics are not usually counted at this event. However, attendance is diverse.

Progress to Date:
The celebrations occur throughout the Month of February. Information on attendance and evaluations of programs are still being collected and reviewed.

Costs & Expenditures:
$15,000 in programming costs; food, speakers, publications.

Diversity Day

Each year, the campus hosts a Diversity Day celebration where not only are underrepresented populations recognized, but other racial and ethnic groups are celebrated. Attire unique to a particular racial, ethnic and cultural group is worn by campus participants. Also, volunteers prepare special dishes of food and share them on this special day. This is a day that recipes are shared as well as history of select cultures on campus. This event is usually sponsored by our Information Technology Division.

Demographic Information:
Faculty from the School of Arts and Sciences; five faculty – 6 males and 7 females; students, 120, 81 females and 39 males; of which 72 African American, 11 Hispanic, 22 Caucasian, and 15 were Other.

Progress to Date:
The Education Week is in the planning stages. However, funds limit the scope and size to a day from a week.

Costs & Expenditures:
$10,000 in programming costs; food, speakers, publications.

Student Union Marketplace

Annually, vendors from all backgrounds are invited to share their culture through food, clothing, live entertainment and other venues with the campus community. Vendors are comprised of faculty, staff and students from the campus body as well as members of the immediate and surrounding community. The Marketplace is where the campus community celebrates the uniqueness of various cultures and supports one another

Demographic Information:
Invitations are sent out to the Coppin Campus and Community and to surrounding Baltimore businesses. No counts are taken. However, Over 50 vendors from all races/ethnicities participate annually in a cultural marketplace.

Progress to Date:
This is an ongoing event.

Costs & Expenditures:
$3,000 in public relations; e-mail invitations.

Enhanced Marketing

The Office of Enrollment Management in conjunction with the Division of Academic Affairs enhanced its marketing efforts and strategies in order to recruit and enroll a more diverse student body. New brochures for Admissions, Records and Registration, Financial Aid, Academic Resource Center, and the Center for Counseling and Student Development were also designed and published.

Costs & Expenditures:
Costs for admissions materials, recruitment, applications, brochures and other pamphlets run approximately $300,000 annually.

Community College Transfers

The University visits over 15 Community Colleges, hosts transfer days, a transfer week and program receptions, and open houses. The Office of Admissions houses a designated transfer coordinator that deals directly with transfer students and their concerns regarding course offerings, counseling referrals and academic advisement.

Demographics:

Last year, representatives from the University received transfers from Maryland Community Colleges, Maryland Four-Year Public and Private Institutions, and Out-of-State Institutions. Last year, over 250 new students were from Maryland Community Colleges. The University continues to make efficient use of ARTSYS, the Articulation System of the University System of Maryland.

Progress to Date:
The University continues to recruit students from the various institutions.

Costs & Expenditures:
Costs vary by trip or activity. The costs of travel for faculty and admissions representatives for a week may run in excess of $5,000. Activities per year run in excess of $13,000 - $15,000.

International Student Environment

Central to the role of advisement of international students is the Center for Counseling and Student Development (CCSD). The Center houses an advisor as well as licensed therapists that help students to adjust to a new campus environment through bonding activities and other specialized programs. Through the International Student Services Program, the CCSD offers

individual counseling, support groups, and consultation specifically geared toward adjusting and acculturating to Coppin as well as the United States and its customs. The Center maintains relationships with federal agencies, providing a support toward attainment of educational goals, assisting with obtaining employment, fostering healthy transitions from their country of origin, and assisting with acculturation and adjustment needs.

Demographic Information:
Currently, the campus has over 60 students with active student visas on campus. Approximately, 79% of them are female and 21% are male. The students represent islands such as those in the Caribbean, Serbia, and countries in Russia, Africa, and the United Kingdom.

Progress to Date:
The University continues to recruit a diverse body for academics and athletics.

Costs & Expenditures:
Costs vary by mode of travel and publications.

FROSTBURG STATE UNIVERSITY

Frostburg State University

Cultural Diversity Program

Progress Report

Prepared by

Office of the Provost

Division of Student and Educational Services

February 2011

Executive Summary

This document presents a progress report on the Frostburg State University (FSU) Cultural Diversity Program for the time period of February 2010 to February 2011. Once again for this reporting period, the University has made significant advances toward achieving the five goals of the program.

Minority enrollments continue to increase at Frostburg State University as a result the Cultural Diversity Program's ongoing recruitment strategies and activities (Goal 1). African-American students represent the largest proportion of FSU's total minority student population (23.2% of the total undergraduate student population in the fall of 2010). Strategies to increase minority enrollment at the University include sending electronic and paper communications to underrepresented students, sponsoring University bus trips to the FSU campus and admitted student receptions, increasing minority student transfers, and enhancing and promoting College-Readiness and Bridge Programs.

Frostburg State University continues its efforts increase the retention and graduation rates of minority and first-generation students (Goal 2). The second-year retention rate of first-time, full-time minority students increased slightly to 72.4% in 2010. However, the six-year graduation rates of minority students declined during the reporting period to 40.7%.

The University's Cultural Diversity Program incorporates several new and ongoing initiatives that are specifically designed to improve the University's retention and graduation rates. These initiatives include assisting first-generation and low-income students with the development of core competencies though learning communities, helping low-performing students to develop behaviors needed for academic success through the University's Phoenix Program, and pursuing the University's *Closing the Achievement Gap* strategies. Frostburg State University has identified preparation for success in mathematics as a significant barrier to degree completion. New strategies intended to improve student success in mathematics include applying the NCAT (National Center for Academic Transformation) course redesign model to the Intermediate Algebra developmental mathematics course and enabling identified students to complete needed developmental work online in the summer before the start of their first semester at FSU. Efforts to increase retention and graduation rates also include tutoring and writing support services offered through the University's Student Support Services, as well as the Academic Monitoring Program conducted by the Diversity Center.

An essential component of the Cultural Diversity Program is FSU's Minority Recruitment Plan, which is designed to further recruit and retain minority faculty and staff (Goal 3). The number of tenured/tenure-track minority faculty members, which has remained fairly constant over the last three years, is currently 28 (13.4% of the University's tenure/tenure track faculty complement). The number of full-time minority staff is currently 26, or 5.6% of the full-time administrative staff at the University (a 0.8% increase since 2008).

The University's efforts to create a campus environment that promotes the understanding of cultural diversity (Goal 4) include the work of the President's Advisory Council on Diversity (PACD) and the University's Diversity Center.

In an effort to increase retention of diverse students, the PACD recommended the establishment of a University Support Center to assist first-generation students for whom English is a second or third language, not only academically but also socially and culturally. In support of this recommendation, new offerings were introduced through the Tutoring Center, including an English grammar workshop and student-led English as a Second Language (ESL) support group for students. In fall 2010, two members of PACD launched a pilot program by co-teaching FSU's first Introduction to Higher Education (ORIE 101) section for international students. Other PACD initiatives include the creation of the University's diversity webpage and plans to reactivate on-campus diversity training through re-affiliation with the National Coalition Building Institute (NCBI).

The Diversity Center plays an important role in the University's goal of enhancing the diversity instruction and training available for students, faculty, and staff. In support of re-establishing FSU's National Coalition Building Institute Chapter, the Center offered two pilot programs: a two-hour introductory workshop for the full residence life student staff during the summer 2010 training session; and a full-day workshop for 54 students and 6 staff during the fall 2010 Diversity Retreat.

The University's Cultural Diversity Program recognizes the importance of the African-American Studies program, the Women's Studies program, and the Undergraduate Education Initiative in helping to enhance the multicultural quality of the curriculum. The African-American Studies program is an interdisciplinary program that draws its contents from different disciplines in both humanities and social sciences. The program encourages and promotes both tolerance and accommodation in a multicultural environment. The Women's Studies program and minor enrich diversity at the University both within the classroom and through its extensive extracurricular programming. The Undergraduate Education Initiative (UEI) continues to ensure that diversity issues are addressed as part of General Education through the development of Identity and Different General Education courses. For AY 2010-2011, a total of 92 Identity and Difference course sections were offered with course enrollments totaling 2,530.

The University's Cultural Diversity Program incorporates numerous initiatives that promote the understanding of international cultures (Goal Five). The University has increased and diversified its international student population, enhanced international programming, and promoted intercultural understanding at all levels on campus. At the same time, the University is providing additional opportunities for FSU students and faculty to study and teach abroad.

Frostburg State University continues to experience rapid growth in the number of enrolled international students on campus, increasing by another 15% during the past year, from 60 students from 19 countries in spring 2010, to 69 students from 19 countries in spring 2011. The largest sender of international students to FSU continues to be Hunan Normal University in Changsha, China, with 26 exchange students currently attending FSU during the third year of this exchange agreement.

Frostburg continues to make significant progress in implementing its Cultural Diversity Program. However, additional resources are needed to support program initiatives. As suggested in the University's previous Cultural Diversity Program reports, an approach to helping Frostburg State University and other University System of Maryland (USM) institutions acquire additional resources for diversity and cultural programs is to make competitive grants available through the USM or the Maryland Higher Education Commission (MHEC).

Introduction

This document presents an update of the Frostburg State University (FSU) Cultural Diversity Program for the time period of February 2010 to February 2011. The University remains committed to achieving the five overarching goals of the program:

- Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students
- Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students
- Enhance the Cultural Diversity of Faculty and Staff
- Create a Campus Environment that Promotes the Valuing of Cultural Diversity
- Promote the Understanding of International Culture

Once again for this reporting period, progress on the important strategies and initiatives of the Cultural Diversity Program is provided in the narrative form for each goal. Where possible, quantitative data is also included as well as demographic information regarding participation in programs and events that promote and sustain diversity at the University. A complete listing of the strategies and initiatives for each of the goals of the Cultural Diversity Program can be found in Appendix A.

The University's Cultural Diversity Program represents an important collaboration between Frostburg's divisions of Academic Affairs, the President's Advisory Council on Diversity (PACD), and Student and Educational Services. The PACD, whose members include both faculty and staff, plays an important role in fostering a respect for diversity at the University and will continue to shape the Cultural Diversity Program in the future.

Goal 1: Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students

Minority enrollments continue to increase at Frostburg State University as a result the Cultural Diversity Program's ongoing recruitment strategies and activities. The total number of undergraduate minority students continues to rise; however, this increase is less for the most recent reporting period (a 4.5% increase from fall 2009 to fall 2010 as opposed to a 12.5% increase from fall 2008 to fall 2009). This trend is also reflected in the overall percentage of minorities within the total undergraduate student population (26.1% for fall 2008, 28.3% for fall 2009, and 28.9% for fall 2010 - see Table 1). African-American students represent the largest proportion of FSU's total minority student population (23.2% of the total undergraduate student population in the fall of 2010).

Table 1
Undergraduate Students by Race/Ethnicity and Gender
Fall 2008 to Fall 2010

Race/ Ethnicity	Fall 2008				Fall 2009				Fall 2010			
	N	%	Male	Female	N	%	Male	Female	N	%	Male	Female
Black	1,004	21.9%	501	503	1,127	23.7%	551	576	1,129	23.2%	557	572
Amer Ind	15	0.3%	6	9	18	0.4%	9	9	13	0.3%	7	6
Asian	81	1.8%	47	34	77	1.6%	44	33	75	1.5%	47	28
Hispanic	96	2.1%	58	38	123	2.6%	69	54	188	3.9%	98	90
White	3,250	70.9%	1,695	1,555	3,257	68.5%	1,683	1,574	3,384	69.5%	1,744	1,640
NR Alien	33	0.7%	11	22	47	1.0%	14	33	49	1.0%	20	29
Unknown	103	2.2%	50	53	106	2.2%	46	60	28	0.6%	16	12
Total	**4,582**	**100%**	**2,368**	**2,214**	**4,755**	**100%**	**2,416**	**2,339**	**4,866**	**100%**	**2,489**	**2,377**

Source: Enrollment Information System File

Enhancing Marketing and Recruitment Efforts that Target Underrepresented Students

Electronic and paper communications to underrepresented students who meet FSU admission criteria continue to be a key recruitment initiative at the University *(Strategy 1.1)*. Through the Student Search Service, a larger pool of prospective Maryland African-American students' names was purchased for the most recent entering freshman class (a total of 4,529 students in fall 2010 as opposed to 4,236 students in fall 2009). As the University's targeted recruitment area in the mid-Atlantic area becomes more diverse, that diversity is reflected in the names that are purchased through the Student Search Service (see Table 2). Minorities represented 28% of the total names purchased for the fall 2010 class, compared with 27% for the fall 2009 class. Additionally, admissions counselors travel to urban high schools in Montgomery County as well as to Washington, D.C.; Baltimore City; and other locations in Baltimore and Prince George's counties. In these targeted areas, an increasing number of college fair programs are geared toward Hispanic students, and FSU's Admissions staff attends many of these programs, including the Alcanza fair in Northern Virginia and the Latino College Fair in College Park. When possible, the Admissions office has a current FSU student of Hispanic origin attend these fairs.

Table 2
Student Search Service Comparisons
Fall 2008 to Fall 2010

Race/ Ethnicity	Fall 2008 Entering Class				Fall 2009 Entering Class				Fall 2010 Entering Class			
	N	%	Male	Female	N	%	Male	Female	N	%	Male	Female
Black	5,150	14%	2,187	2,960	5,292	13%	2,288	2,996	5,709	14%	2,510	3,192
Amer Ind	159	0%	75	84	167	0%	88	79	189	0%	107	82
Asian	2,901	8%	1,471	1,430	3,423	9%	1,647	1,774	3,608	9%	1,829	1,775
Hispanic	1,551	4%	744	807	1,843	5%	864	978	2,003	5%	967	1,035
White	26,317	70%	12,414	13,893	27,671	69%	13,128	14,528	28,041	68%	13,406	14,601
NR Alien	0	0%	0	0	0	0%	0	0	0	0%	0	0
Unknown	1,420	4%	626	780	1,559	4%	664	893	1,546	4%	691	852
Total	**37,498**	**100%**	**17,517**	**19,954**	**39,955**	**100%**	**18,679**	**21,248**	**41,096**	**100%**	**19,510**	**21,537**

Source: PeopleSoft Queries F08, F09; original SSS file F10

Familiarizing Select High School Students, Teachers, and Administrators with FSU Programs and Services

University-sponsored bus trips to the FSU campus and admitted student receptions are also important components of the University's efforts to create a culturally diverse campus *(Strategy 1.2)*. For the fall 2010 entering class, the Office of Admissions hosted approximately 400 students on campus during 16 different bus trips from primarily minority high schools or programs. Three admitted student receptions, including those in Annapolis and Towson, are held to encourage students from those areas to enroll at Frostburg. For the fall 2010 class, of the 110 students who attended a reception, 37 were minority.

Increasing the Number of Underrepresented Students Transferring from Community Colleges

The Cultural Diversity Program's ongoing recruitment initiatives such as 2+2 and dual admission programs and individualized support services for transfer students have resulted in a significant increase in the number of underrepresented students who transfer to FSU from community colleges *(Strategy 1.3)*. The percentage of minority students entering as new transfer students rose over the last three years from 13.5% in fall 2008 to 18.4% for the fall 2010 class (see Table 3).

Table 3
Transfer Students by Race/Ethnicity
Fall 2008 to Fall 2010

Race/ Ethnicity	Fall 2008		Fall 2009		Fall 2010	
	N	%	N	%	N	%
Black	39	10.5%	56	13.5%	60	14.5%
Amer Ind	1	0.3%	3	0.7%	0	0.0%
Asian	4	1.1%	2	0.5%	2	0.5%
Hispanic	6	1.6%	7	1.7%	14	3.4%
White	298	80.3%	311	74.8%	304	73.6%
NR Alien	18	4.9%	30	7.2%	27	6.5%
Unknown	5	1.3%	7	1.7%	6	1.5%
Total	**371**	**100%**	**416**	**100%**	**413**	**100%**

Source: Enrollment Information System File

Enhancing and Promoting College-Readiness Programs

The University sponsors a number of college-readiness and bridge programs designed to prepare and encourage underrepresented student groups to continue their education beyond secondary school *(Strategy 1.4)*. Upward Bound is a year-long grant program geared toward students from Allegany County to help increase their self-esteem, leadership skills, and preparation for postsecondary education. Over the last three summers, the Upward Bound program has served 132 total students, with 12.8% of the participants being minorities. The Regional Math/Science Center summer program provides academic enhancement in mathematics and science to underrepresented secondary school students from the four western Maryland counties as well as Baltimore City *(Strategy 1.5)*. During the last three years, the percentage of minority students served by this program has ranged from 63% to 68%. The program's success is measured in the number of students who participate and ultimately graduate from college. A total of 164 students in this program graduated from high school in 2006 or earlier. Of those students, 144 (88%) have attended college. Of those, 86 (60%) have completed their post-secondary degrees. Of those, 53 (61%) completed degrees in math or science. In addition, the University provides assistance to students participating in College Bound as well as Gear Up.

Goal 2: Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students

Frostburg State University remains committed to improving the retention and graduation rates of minority and first-generation students. During the reporting period, FSU experienced gains in the retention rates of both minority and all first-time students. The second-year retention rate of first-time, full-time minority students increased slightly from 72.2% in 2009 (Cohort Year 2008) to 72.4% in 2010 (Cohort Year 2009). Over the same time period, the second year retention rate of all first-time, full-time students at the University increased from 71.9% in 2009 (Cohort Year 2008) to 74.0% in 2010 (Cohort Year 2009).

The six-year graduation rates for both minorities and all first-time, full-time students decreased during the reporting period (see Table 4). The University experienced a decline in the graduation rate of first-time, full-time minority students: from 41.3% in 2009 (Cohort Year 2003) to 40.7% in 2010 (Cohort Year 2004). Over the same time period, the graduation rate of all first-time, full-time students decreased from 49.1% in 2009 (Cohort Year 2003) to 47.7% in 2010 (Cohort Year 2004).

Table 4
Retention and Graduation Rates Comparisons, 2008 to 2010
First-Time, Full-Time Minorities to All First-Time, Full-Time Students

	Second-Year Retention Rate				Six-Year Graduation Rate	
Cohort Year	All Minority Students	All 1st-Time, Full-Time Students	Cohort Year	All Minority Students	All 1st-Time, Full-Time Students
2007	75.3%	74.3%	2002	38.8%	47.6%
2008	72.2%	71.9%	2003	41.3%	49.1%
2009	72.4%	74.0%	2004	40.7%	47.7%

Source: Enrollment Information System File
Degree Information System File

Expanding and Strengthening First-Year Programs that Enhance Academic Performance and Retention

Several ongoing first-year initiatives that are incorporated into the Cultural Diversity Program continue to make a positive impact on student persistence. The University's TRIO Student Support Services program learning communities *(Strategy 2.1)* utilize study groups and review sessions in an effort to make low-income, first-generation students' first semester a successful endeavor. Over the reporting period, the second-year retention rate of students enrolled in Student Support Services communities has increased from 76.7% in 2009 (Cohort Year 2008) to 87.8% in 2010 (Cohort Year 2009).

Frostburg's Phoenix Program, which provides intensive support for students who previously faced dismissal following their first semester, has also contributed to improvements in retention. Over the reporting period, the second-year retention rate of students enrolled in the Phoenix Program has increased from 37.9% in 2009 (Cohort Year 2008) to 42.9% in 2010 (Cohort Year 2009). As of the fall 2010 semester, 283 students have completed the Phoenix Program.

Closing the Achievement Gap Task Force

The work of the *Closing the Achievement Gap* Task Force *(Strategy 2.2)* is another essential component of the University's efforts to improve the retention and graduation rates of underrepresented students. As noted in the *Institutional Achievement Gap Report*, the University has identified the following initiatives to pursue during the next reporting cycle:

- Continuation of the University's Learning Communities Program, which links students in a set of courses that explore a common theme, career path, and/or potential major.
- Expansion of FSU's course redesign model.
- Implementation of Supplemental Instruction (SI), which is a proven method of academic support that utilizes peer-assisted, activity-based study sessions. The major difference between this approach and traditional tutoring is that it is integrated into the course design rather than being student-sought external support.
- Utilization of MAP-Works, an early warning system that allows faculty, staff, and coaches to record contacts and issue alerts about students who may be experiencing difficulty in adjusting to the academic and social life of college.
- Identification of additional institutional need-based financial aid. Frostburg reviewed its processes for defining and distributing institutional need-based categories of aid in an effort to identify additional aid resources for all students.

<u>Expanding and Strengthening Support, Monitoring, and Advising Programs</u>

In an effort to increase the graduation rate of minority and first-generation students, the University's Programs for Academic Support and Studies (PASS) and the Writing Center *(Strategy 2.3)* continue to provide group tutoring and personal instruction. These programs also assist students in developing the skills necessary for academic success and ultimately obtaining a degree.

The FSU Diversity Center's Academic Monitoring Program *(Strategy 2.4)* enrolled 280 students for the fall of 2010, which represented a significant drop from the 525 students who participated in the program in fall 2009. This decrease was due to the fact that all first-time freshmen participated in the new MAP-Works monitoring program. Of the students who participated in the Academic Monitoring Program, 124 (44%) were self-identified as minority and 156 (56%) as White. Ninety-eight percent (98%) of the minority students and ninety-six (96%) of the White students were eligible to continue their studies at FSU for the spring 2010 semester.

<u>Improving the Mathematical Skills of Students</u>

Frostburg State University has identified preparation for success in mathematics as a significant barrier to degree completion. The University is pursuing two new strategies intended to improve success in developmental mathematics. First, the University is applying the National Center for Academic Transformation (NCAT) course redesign model to its developmental mathematics course beginning in the spring of 2011 with full implementation planned for fall 2011. Second, as a strategy for improving time to degree, the University will continue to expand developmental math course offerings through its established Summer Online Freshman Initiative (SOFI) program.[1] Through the SOFI program, incoming freshmen who need remediation in mathematics can complete their work online in the summer before the start of their first semester at FSU. By successfully completing developmental math prior to their arrival on campus, these students are less likely to fall behind in satisfying their core math requirements at the University.

Goal 3: Enhance the Cultural Diversity of Faculty and Staff

A fundamental goal of Frostburg State University is increasing diversity among its faculty and staff. As of November 2010, the University's workforce consists of 922 full- and part-time employees (366 faculty and 556 staff). The percentage of tenured/tenure-track minority faculty members (currently 13.4%, see Table 5) has remained fairly constant over the past three years. Full-time minority staff members are currently employed at a rate of 5.6% (a 0.8% increase since 2008, see Table 6).

Table 5
Tenured/Tenure-Track Faculty by Race/Ethnicity and Gender
2008 to 2010

Race/ Ethnicity	2008				2009				2010			
	N	%	Male	Female	N	%	Male	Female	N	%	Male	Female
Black	8	3.8%	6	2	9	4.3%	7	2	9	4.3%	7	2
Amer Ind	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Asian	16	7.7%	9	7	16	7.6%	9	7	15	7.2%	8	7
Hispanic	4	1.9%	1	3	4	1.9%	1	3	4	1.9%	1	3
White	181	86.6%	113	68	182	86.3%	116	66	179	86.1%	113	66
NR Alien	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Unknown	0	0.0%	0	0	0	0.0%	0	0	1	0.5%	1	0
Total	**209**	**100%**	**129**	**80**	**211**	**100%**	**133**	**78**	**208**	**100%**	**130**	**78**

Source: Employee Data System File

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[1] The University's Summer Online Freshman Initiative (SOFI) program allows incoming freshmen to take developmental courses or popular introductory General Education Program courses online in the summer before the start of the first semester at FSU.

Table 6
Full-Time Staff by Race/Ethnicity and Gender
2008 to 2010

Race/ Ethnicity	2008				2009				2010			
	N	%	Male	Female	N	%	Male	Female	N	%	Male	Female
Black	16	3.5%	5	11	19	4.1%	6	13	19	4.1%	8	11
Amer Ind	2	0.4%	2	0	1	0.2%	1	0	1	0.2%	1	0
Asian	3	0.6%	1	2	3	0.7%	1	2	5	1.1%	3	2
Hispanic	1	0.2%	1	0	1	0.2%	1	0	1	0.2%	1	0
White	438	94.8%	188	250	434	94.8%	183	251	439	94.0%	186	253
NR Alien	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Unknown	2	0.4%	1	1	0	0.0%	0	0	2	0.4%	1	1
Total	**462**	**100%**	**198**	**264**	**458**	**100%**	**192**	**266**	**467**	**100%**	**200**	**267**

Source: Employee Data System File

Implementing the EEO Compliance Office's Minority Recruitment Plan and Retention Strategies

The University continues to expand upon the Minority Recruitment and Retention Plan *(Strategy 3.1)* developed by the Office of Human Resources (OHR). Efforts include assigning an Equity Officer to each college or division to help monitor and coordinate diversity initiatives. Additionally, all search committees must appoint a member to oversee minority recruitment efforts. Job announcements are also sent to historically black institutions and a contact list has been developed within OHR to target the most diverse applicant pool.

Expanding Efforts to Attract and Retain Eminently Qualified African-American Faculty and Staff

Fourteen faculty searches were conducted since February 2010 within the Division of Academic Affairs, with 14% of the positions filled by minority applicants *(Strategy 3.2)*. In the College of Liberal Arts and Sciences, one Asian was hired in Computer Science. In addition, one Asian was hired on a contractual basis in the Music Department. The College of Education experienced a slight increase in minority faculty representation with the addition of a Hispanic faculty member in Educational Professions. Similarly, the College of Business hired an Asian faculty member.

Minority hires within the FSU Administration continue to increase since the implementation of the Minority Recruitment Plan *(Strategy 3.2)*. From February 2010 to present, 19 administrative searches have been completed. Of these searches, minority applicants filled two (11%) of the positions. In the Division of Student and Educational Services, the Residence Life Office also hired three part-time African-American staff members to work as Resident Directors. Academic Affairs hired an African-American Admission Counselor. The Division of Administration and Finance hired an Asian as the Men's and Women's Swimming Coach.

The mentoring program continues to assist new staff members with feeling welcomed and helps to integrate them into the campus community. Over the reporting period, the Office of Human Resources matched three new staff members with mentors *(Strategy 3.3)*.

Goal 4: Create a Campus Environment that Promotes the Understanding of Cultural Diversity

The University's efforts to create a campus environment that promotes the understanding of cultural diversity (Goal 4) include the work of the President's Advisory Council on Diversity and the University Diversity Center.

The President's Advisory Council on Diversity (PACD)

The President's Advisory Council on Diversity, whose members consist of both faculty and staff, continues to play a significant role in promoting cultural understanding and fostering a respect of diversity at the University *(Strategy 4.2)*. In an effort to increase retention of diverse students, the PACD recommended the establishment of a University Support Center to assist first-generation students for whom English is a second or third language, not only academically but also socially and culturally. In support of this recommendation, new offerings were introduced through the Tutoring Center, including an English grammar workshop and student-led English as a Second Language (ESL) support group for students. In fall 2010, two members of PACD launched a pilot program by co-teaching FSU's first Introduction to Higher Education (ORIE 101) section for international students. Future sections may include a section for first-generation ESL students and a section linking international students studying at FSU with other students interested in studying abroad.

The PACD was also instrumental in the creation a diversity webpage, which went live in October 2010 and includes a message from the University's President. The webpage provides links to FSU's programs in Women's Studies, International Studies, and African-American Studies as well as the Center for International Education. Additional resources include links to FSU's Cultural Diversity Program reports, the Office of Human Resources' white paper on minority recruitment and retention, and the PACD webpage.

To welcome and integrate FSU's increasingly diverse student population into the campus community, the PACD recommended that the University reactivate on-campus diversity training through re-affiliation with the National Coalition Building Institute (NCBI). In support of this recommendation, a "Leadership for Equity and Inclusion" workshop, facilitated by NCBI, is being planned with participation by the President's leadership team, college deans and assistant deans, and members of the PACD.

The President's Advisory Council on Diversity continues to recommend that the following steps be taken to help promote diversity at the University:

➢ Include Women's Studies and African-American Studies programs in the Cultural Diversity Program.
➢ Maintain a presence at college fairs for students of specific ethnic backgrounds
➢ Prepare admissions materials in languages other than English, e.g., Spanish
➢ Fund a full-time position for a Hispanic-Latino/Asian recruiter
➢ Sponsor lectures on cultural topics by international faculty and students on campus and at area high schools
➢ Encourage participation by international faculty and students in After School activities at area schools, such as the celebration of national/cultural holidays, craft-making, etc.

Although not all of these recommendations have been fully implemented, the University is now working to prepare admissions materials in Spanish. In addition, the University's Cultural Diversity Program now includes Women's Studies and the African-American Studies programs. (See discussion below on enhancing the multicultural quality of the curriculum.)

The University Diversity Center

The Diversity Center plays an important role in the University's goal of enhancing the diversity instruction and training available for students, faculty, and staff. In support of re-establishing FSU's National Coalition Building Institute Chapter, the Center offered two pilot programs: a two-hour introductory workshop for the full residence life student staff during the summer 2010 training session; and a full-day workshop for 54 students and 6 staff during the fall 2010 Diversity Retreat.

The University is currently in the planning stage of fully re-establishing its NCBI Chapter with the projected goal of holding a Train-the-Trainer workshop before the beginning of fall 2011. This will provide a sufficient number of trained facilitators on campus to:

1. Offer enough 2-hour introductory workshops for all first-time, full-time freshmen through the Introduction to Higher Education (ORIE 101) course.
2. Pilot a Learning Community in the fall of 2011 that will include an ORIE 101 course section in which students will be required to participate in the Diversity Retreat or attend a full-day NCBI workshop. Students enrolled in this ORIE 101 section will be required to co-register for GEOG 110 (World Regional Geography: Cultural Diversity, INST 150 (Introduction to World Religions), or SOCI 100 (Introduction to Sociology).
3. Offer a minimum of one full-day NCBI workshop on campus each semester open to all students, faculty, and staff.
4. Showcase an NCBI workshop (e.g., Welcoming Diversity/ Prejudice Reduction; Violence Prevention; Conflict Resolution, etc.) as part of future Diversity Retreats.
5. Use the skills and principles of NCBI to enhance the University's efforts to create and maintain a welcoming, safe, and culturally diverse campus life.

Enhancing the Multicultural Quality of the Curriculum

The University's Cultural Diversity Program recognizes the importance of the African-American Studies program, the Women's Studies program, and the Undergraduate Education Initiative in helping to enhance the multicultural quality of the curriculum (*Strategy 4.4*).

The African-American Studies program is an interdisciplinary minor that draws its contents from different disciplines in both humanities and social sciences. The program equips its students to function in a multicultural world that is increasingly shrinking into a tiny global village. Run by a steering committee of faculty members drawn from a diverse set of academic disciplines, the program encourages and promotes both tolerance and accommodation in a multicultural environment. By focusing on the African-American heritage, the program re-affirms that diversity is a fact of life in the United States.

The Women's Studies (WMST) program and minor enrich diversity at Frostburg State University both within the classroom and through extracurricular programming. Women's Studies at FSU explores the impact of gender and other types of diversity on the scope, methods, and assumptions of academic disciplines such as art, philosophy, music, theater, history, literature, psychology, and sociology. In addition to exploring diversity in the classroom setting, Women's Studies co-sponsors activities designed to promote diversity on campus, including International Women's Day, performances of Eve Ensler's *The Vagina Monologues*, and a workshop featuring two nationally known transgender performance artists organized by the Breaking Through GLASS student group.

The Undergraduate Education Initiative (UEI) continues to ensure that diversity issues are addressed throughout the University's curriculum. An important component of the UEI is the development of Identity and Difference courses. Six of the 30 established Identity and Difference courses include a significant focus on African and African-American culture and studies. For AY 2010-2011, a total of 92 Identity and Difference course sections were offered with course enrollments totaling 2,530.

Goal 5: Promote the Understanding of International Cultures

The University's Cultural Diversity Program incorporates numerous initiatives that promote the understanding of international cultures. The University has increased and diversified its international student population, enhanced international programming, and promoted intercultural understanding at all levels on

campus. At the same time, the University is providing additional opportunities for FSU students and faculty to study and teach abroad.

Increasing the Number of International Students

Frostburg State University continues to experience rapid growth in the number of enrolled international students on campus (*Strategy 5.1*), increasing by another 15% during the past year, from 60 students from 19 countries in spring 2010, to 69 students from 19 countries in spring 2011. The largest sender of international students to FSU continues to be Hunan Normal University in Changsha, China, with 26 exchange students currently attending FSU during the third year of this exchange agreement. During the past year, FSU has worked diligently to revitalize existing exchange agreements with the United Kingdom and Copenhagen, Denmark. In addition, FSU has begun to receive international transfer students through a new partnership agreement with Inlingua English Center in Arlington, Virginia, which was signed in August 2010. Through its recent designation as a receiving institution for the Saudi Arabian Cultural Mission in fall 2009, the University was pleased to welcome four new students from Saudi Arabia to campus at the start of spring 2011.

New institutional agreements were signed in July 2010 between FSU and two universities in India, which will bring Indian MBA students to the Frostburg campus. Another cooperative agreement is currently under development between FSU and Hunan University of Commerce in Changsha, China, which would promote the exchange of students and faculty interested in international business. Two faculty-led initiatives to establish a formal relationship with universities in Japan and Taiwan are also under consideration.

Enhancing International Programming

A wide variety of international programs were offered during the past year (*Strategy 5.2*), including:

- The Chinese Culture Club sponsored a conversation partner program, where new international students from China were matched up with interested FSU students, faculty, and staff to encourage cultural exchange
- The Cultural Events Series (CES) offered international music and dance performances as part of their annual performance series
- The FSU Music Department also partnered with World Artists' Experiences to bring several multicultural performances to the FSU Performing Arts Center
- The University was invited to partner with Allegany College of Maryland to host a World Artists' Experience featuring dance, music and costumes from China. Several FSU students, international students, and staff performed in this production
- In February 2011, the University Programming Council (UPC) co-sponsored the third annual *Bridges to the World* international film festival featuring five international films from India, Iraq, Mexico, Poland, and Vietnam
- In February 2011, the FSU Department of Visual Arts hosted an international art exhibition entitled "Boundaries," which features works by Brazilian surrealist, Juarez Venâncio de Melo
- Several FSU academic departments invited international speakers to campus to present to FSU students, faculty, and staff on such topics as environmental/disaster management and teacher education in Denmark
- FSU's Mathematics Honor Society, Kappa Mu Epsilon, presented the 90-minute award winning documentary film, "Between the Folds", which discussed the connection between the ancient art of origami paper folding and science, sculpture, and math

Increasing the Number of International Opportunities for Students and Faculty

Although the total number of student participants enrolled in study abroad programs administered by the FSU Center for International Education remained the same with 42 students for both the 2009-2010 and 2010-

2011 academic years, the number of *FSU students* (as opposed to *guest students* from other institutions) actually increased from 28 to 39 students (39.3%). In addition, the International Education Advisory Council approved two new affiliated study abroad providers to expanded opportunities for FSU students to study abroad during the summer months.

Additional opportunities for FSU students and faculty from the College of Business to study/teach abroad **(*Strategy 5.3*)** are currently being negotiated with Hunan University of Commerce in Changsha, China. The International Education Advisory Council is also considering the addition of Global Experiences, a company specializing in international experiential education and internships, to the current list of study abroad affiliated providers. Other institutional partnership opportunities under consideration include Ritsumeikan Asia Pacific University in Beppu, Japan and Southern Taiwan University in Tainan, Taiwan.

Promoting Intercultural Understanding

There are several offices, academic departments, and campus organizations that provide services to international students enrolled at FSU, as well as to American students, faculty and staff to promote intercultural understanding on campus **(*Strategy 5.4*)**.

In addition to providing an extensive week-long International Student Orientation at the start of each semester, the Center for International Education (CIE) sponsors monthly social and cultural activities to introduce FSU's international students to various aspects of American culture and to the attractions unique to our geographic region. The CIE actively promotes activities sponsored by the Student Government Association, the University Programming Council, and the Cultural Events Series that may have special appeal to international students. In April 2010, several of the international students participated in the MLK Day Harmony Walk and attended the presentation. Several of FSU's new international students for spring 2011 participated in a Habitat for Humanity building project in Allegany County sponsored by the FSU Office of Leadership and Civic Engagement.

The Center for International Education strongly encourages returning study abroad participants who were awarded study abroad scholarships to share their experiences with other FSU students and prospective study abroad participants. These students may choose to participate in classroom presentations regarding study abroad along with CIE staff members, answer student questions during weekly international study abroad information sessions or pre-departure orientations, assist with the Study Abroad Fair held each fall and spring, or help to staff a study abroad information table near the student cafeteria. The CIE also hires returning study abroad participants to work as peer mentors to assist the new international students during orientation week activities.

Summary of Resources Used and Needed to Effectively Recruit and Retain a Culturally Diverse Student Body, Faculty, and Staff

Frostburg State University continues to make significant progress in implementing its Cultural Diversity Program. However, additional resources are needed to support program initiatives. In 2009, the University estimated that its Cultural Diversity Program required an additional $214,000 in funding. Over the last two years, the institution has been unable to provide these additional funds.

As suggested in the University's previous Cultural Diversity Program reports, an approach to helping Frostburg State University and other University System of Maryland (USM) institutions acquire additional resources for diversity and cultural programs is to make competitive grants available through the USM or the Maryland Higher Education Commission (MHEC).

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

The University's process for responding to hate crimes and bias motivated incidents remains the same as documented in the February 2009 Cultural Diversity Program. Campus crime and arrest data are compiled by the University Police Department and submitted to the Maryland State Police as part of the Uniform Crime Report. Prior to 2010, no campus-based hate crimes or bias-motivated incidents had occurred at Frostburg State University. However, there were two reported bias-motivated incidents in 2010. Both incidents were investigated by University Police. Table 7 summarizes the campus-based hate crimes and bias-motivated incidents that occurred over the reporting period.

Table 7
Status Report on Campus-Based Hate Crimes and Bias-Motivated Incidents
February 2010 to February 2010

Date	Location	Incident	Summary
10/22/2010	Annapolis Hall	Racial Defacement/ Damage to Property	Resident director reported that someone had written racial slurs on residents' door message board.
10/21/2010	Cumberland Hall	Racial Defacement/ Damage to Property	Resident director reported that someone had written racial slurs on residents' door poster.
Prior to 10/21/2010	No reports of hate crimes or bias-motivated incidents.		

Source: University Police Department

Appendix A

Cultural Diversity Program

Goals, Strategies, and Initiatives

Prepared by

Office of the Provost

Division of Student and Educational Services

February 2011

Frostburg State University
Cultural Diversity Program – Goals, Strategies, and Initiatives

Goal 1: Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students	
Strategies	**Initiatives**
1.1. Enhance marketing and recruitment efforts targeting underrepresented students	a) Continue to send electronic and paper communications to underrepresented students who meet the University's admission criteria
	b) Continue to arrange recruitment trips to urban high schools in Maryland and Virginia
1.2. Familiarize students, teachers and administrators from selected high schools with the programs and services of the University	a) Continue bus trips to FSU from primarily minority high schools or programs
1.3. Increase the number of underrepresented students who transfer to FSU from community colleges	a) Continue to expand 2 + 2 programs with community colleges
	b) Continue to establish dual-admission agreements with community colleges
	c) Provide additional individualized support services to transfer students
1.4. Enhance college-readiness programs and promote them to minority and first-generation students	a) Continue to expand the University's outreach programs including Upward Bound, College Bound, Gear Up, and the Regional Math/ Science Center

Goal 2: Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students	
Strategies	**Initiatives**
2.1. Expand and strengthen first-year programs designed to enhance student academic performance and second-year retention	a) Continue to offer FSU Connections (Learning Communities), which enhance student academic performance and second-year retention
	b) Continue the Phoenix Program, which provides an alternative for students who face mid-year dismissal following their first semester at the University
2.2. Establish a task force to improve retention and graduation rates of underrepresented groups at FSU	a) Continue the work of the *Closing the Achievement Gap* Task Force
2.3. Expand and strengthen the University's support programs for students who are first-generation, low income, and/or have disabilities	a) Continue to provide group tutoring and personal instruction through the Programs for Academic Support and Study (PASS) and the University's Writing Center
2.4. Expand and strengthen the University's student performance monitoring and advising programs	a) Continue to offer the Academic Monitoring Program, which provides students direct and specific feedback from faculty about their class performance
2.5. Improve student success and access to developmental mathematic courses	a) Apply National Center for Academic Transformation (NCAT) course redesign model to developmental mathematics courses
	b) Expand developmental mathematics course offerings through the University's Summer Online Freshman Initiative (SOFI) program

Goal 3: Enhance the Cultural Diversity of Faculty and Staff	
Strategies	**Initiatives**
3.1. Continue to implement the EEO Compliance Office's Minority Recruitment Plan	a) Continue activities of the EEO Compliance Office's Minority Recruitment and Retention Plan (listed at the end of the table in Footnote 2)
3.2. Expand efforts to attract and retain eminently qualified African-American faculty and staff	a) Develop a working relationship with regional historically black institutions (HBI's) that offer doctoral programs
	b) Continue the appointment of an Equity Officer within each college and division
	c) Require each search committee to designate one member to oversee minority recruitment efforts
3.3. Continue to implement Departmental and College Minority Faculty Recruitment and Retention Strategies[2]	a) Propose an increase in the OHR's budget for recruitment so that new initiatives may move forward, including receptions for potential applicants, attendance at job fairs, and travel to HBI's
	b) Establish a separate retention budget to be used for mentoring activities, receptions for new employees, and social events designed to increase a sense of community among faculty and staff
	c) Develop a formal mentoring program that will ensure new staff employees are welcomed and made to feel a part of the campus community
	d) Continue college mentoring programs for new faculty

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[2] See next page.

[2] EEO Compliance Office's Minority Recruitment Plan includes the following:

1. The Plan shall provide for the direct and active participation of the Provost, the Director of ADA/EEO Compliance and the Director of Human Resources in the formulation and implementation of hiring policies and practices at the University.
2. Each July, the Director of ADA/EEO Compliance shall complete an annual report detailing achievements of the previous year and establish goals for the coming academic year.
3. The Director of ADA/EEO Compliance will consult with search chairs before candidates are invited to campus for interview to ensure that all efforts have been made to develop a diverse applicant pool.
4. The Director of ADA/EEO Compliance will encourage the use of online resources to advertise faculty and staff positions and to identify and hire qualified minority candidates. FSU will target professional organizations' websites and establish an email distribution list that includes a wide range of universities, including USM and minority institutions. FSU will encourage departments to join list serves.
5. The University will apply for Henry Welcome Fellowships to support and retain newly hired African-American faculty members.
6. OHR will email ads to historically black colleges and universities.
7. Certain departments will continue to recruit at their discipline's annual conference (a strategy which has proven very successful). OHR stresses the importance of diverse search committees when meeting with department heads/chairs. It also stresses the priority of a diverse applicant pool when training search committees.
8. The OHR is working with the Communications and Media Relations Office to create a template for a brochure which will list current employment vacancies and provide information of interest to potential applicants, highlighting positive reasons for working and living in this region.
9. The University will begin a continuous dialogue on how working together can be beneficial to both FSU and doctoral students at HBI's.
10. FSU will invite professors from HBI's to deliver lectures on campus, thereby elevating an awareness of FSU among those lecturers.
11. As appropriate, the OHR will build diversity goals into the employee evaluation process.

Goal 4: Create a Campus Environment that Promotes the Valuing of Cultural Diversity	
Strategies	**New and Continued Initiatives**
4.1. Continue the work of the President's Advisory Council on Diversity	a) Incorporate, as appropriate, approved recommendations of the PACD working groups into the University's Cultural Diversity Program
4.2. Provide campus-wide programs and workshops on diversity and multiculturalism open to students, faculty, and staff	a) Continue to provide programming on campus that helps students understand cultural similarities and differences
	b) Work to re-establish National Coalition Building Institute (NCBI) programming for students and faculty
	c) Conduct though the Diversity Center at the start of each fall semester an intensive weekend Diversity Retreat for approximately 50 students
	d) Conduct through the Diversity Center student workshops on diversity each semester
	e) Pilot a Learning Community in the fall of 2011 that includes a section of Introduction to Higher Education (ORIE 101) where students are required to participate in the Diversity Retreat or attend a full-day NCBI workshop
4.3. Support campus student organizations that focus on diversity issues	a) Continue to support the Diversity Center as a resource for minority student organizations (training, mentoring, and supporting advisors and executive board members), including the Black Student Alliance, Latin American Student Organization, Chinese Cultural Club, African Student Association, African-American Studies Society, and Gay/Straight Alliance
4.4. Provide for the multicultural quality of the curriculum	a) Continue the work of the African-American Studies and Women's Studies programs
	b) Continue to develop new "Identity and Difference" courses through the Undergraduate Education Initiative (UEI)

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Goal 5: Promote the Understanding of International Cultures	
Strategies	**New and Continued Initiatives**
5.1. Increase the number of international students on the FSU campus	a) Continue recruitment in China in cooperation with FSU educational partners
	b) Revitalize existing exchange agreements with institutions in the United Kingdom and Copenhagen, Denmark
	c) Recruit international transfer students through partnership agreements with private English language centers
	d) Promote the exchange of students and faculty interested in international business
5.2. Enhance international programming at the University	a) Support Chinese Culture Club programs and activities
	b) Present international film series featuring different regions of the world
	c) Present more FSU cultural events that focus on international music, theatre, and special speakers
	d) Sponsor presentations that feature international faculty and speakers
5.3. Increase the number of international opportunities for students and faculty	a) Expand the list of affiliated study abroad providers
	b) Create additional short-term study abroad opportunities for FSU students and faculty
5.4. Promote intercultural understanding at all levels on campus	a) Sponsor monthly social and cultural activities to introduce FSU's international students to various aspects of American culture
	b) Encourage returning study abroad participants to work as peer mentors, assist new international students, and share experiences with other FSU students

SALISBURY UNIVERSITY

PROGRESS REPORT
ON
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY
February 2011
Cultural Diversity Planning at Salisbury University

Introduction

Salisbury University's 2009-2013 Strategic Plan demonstrates the University's commitment to, and plan for, programs of cultural diversity on the campus. The Strategic Plan goals recognize several areas where Salisbury University is committed to moving forward and cultural diversity is interwoven into all four goals.

Goal 1. Provide exceptional contemporary liberal arts education and academic and professional programs that are aligned with an increasingly competitive, global, and knowledge-based economy.

Goal 2. Continue to attract and retain quality students.

Goal 3. Promote and develop a student culture that places the highest priority on academic engagement and personal growth by leveraging the SU "small school feel" and strong student/faculty/staff interactions.

Goal 4. Continue to build the resources—human, financial, physical, and external—that support student academic and engagement needs.

The University's core values must be lived and experienced as integral to everyday campus life so that students make the connection between what they learn and how they live. The goals and objectives of our strategic, academic, facilities, and enrollment plans, as well as our fiscal commitments, reflect our fundamental values.

The core values of Salisbury University are:
- *excellence*
- *student-centeredness*
- *learning*
- *community*
- *civic engagement*
- *diversity*

SU's Cultural Diversity Plan, developed in 2009, is grounded in the institution's core values and aligned with its Strategic Plan goals and each focus area.

Cultural Diversity at SU

Since its founding in 1925, Salisbury University has traditionally attracted primarily white students, faculty, and staff. Recognizing a need to increase students' opportunities to gain competency in learning about and working with diverse cultures and expanding access to college, SU President Janet Dudley-Eshbach launched a cultural diversity initiative when she arrived on campus in 2000. In her initial letter to the campus Dr. Dudley-Eshbach stated: "*What needs to happen on this campus is no less than a transformation in terms of inclusiveness, campus climate, and dialogue within our SU community*," and she announced the creation of an Office of Diversity.

On October 10, 2010, the campus celebrated Dr. Dudley-Eshbach's 10th year as president of Salisbury University. Part of her vision included a more diverse, international, and inclusive campus—and the past decade has brought much success in these areas. SU is proud of the quality of students it attracts as it continues to witness freshman classes becoming more diverse each year. Deliberate and sustained efforts are leading to tangible results in reaching the institution's diversity goals. SU's minority student headcount has more than doubled, and an increasing number of diverse faculty and staff serve as mentors and leaders. The Class of 2014, in particular, is the most diverse in University history; more than 20 percent of these students are from diverse families.

The institutional value of student-centeredness is a highly desirable attribute among Hispanic/Latino cultures where the concept of family (*familia*) is a most cherished value. SU's commitment to small classes, faculty advising, and mentoring in many ways creates an *extended family* phenomenon that is a strength SU strives to maximize. Goal Three of the 2009-2013 Strategic Plan, and its focus areas of *Engagement, "Small School Feel,"* and *Diversity,* clearly signals SU's long-term commitment to provide an inclusive campus environment where academic success for all students can flourish. With an eye toward attracting the growing Hispanic/Latino population in the State of Maryland, SU began the planning process last year to become the premier Latino-serving institution in the State.

President Dudley-Eshbach's vision of diversity also includes geographic diversity. Overall, SU's student body of 8,400 is from 28 states and 58 nations. A thriving Center for International Education (which the President established some five years ago) allows students to study abroad and brings global perspective to campus.

Salisbury University continues to work on a number of interventions to ensure that progress continues on the recruitment and retention of diverse student populations. The successful and growing Powerful Connections Program assists under-represented, first-year students with a successful transition to college-level work and facilitates their sense of connectedness to the University community. Results of the math placement tool ALEKS show impressive first-year student participation and better completion of early math courses. Finally, efforts to seek alternate funding sources to keep recruitment and retention programs viable were rewarded with SU winning its first TRiO grant in 2010.

SU is proud to present its progress toward meeting the goals as stated in SU's Plan to Enhance Cultural Diversity.

Administrative Coordination and Accountability
The Office of Diversity is part of the Office of the President.
- The Interim Chief Diversity Officer (CDO) continues to work collaboratively across campus.
- In partnership with the Human Resources Office, review and assessment of institutional affirmative action and equal opportunity policies and practices are ongoing as SU strives to increase a diverse faculty and professional staff on campus.

Partnerships with Academic Affairs, Human Resources, and Enrollment Management have been established to assess and strengthen efforts to recruit and retain a diverse student body, faculty, and workforce.
- *Building Bridges of Cultural Diversity*: Professional Networking Luncheon, October 6, 2010. Over 50 community college and secondary education professionals from the Baltimore/Washington region and Southern Maryland attended. The purpose of this event was to strengthen or establish partnerships to help increase Maryland's minority student college admittance and degree attainment. Adam Ortiz, then Deputy Chief of Staff to Maryland Lt. Governor Brown and co-author of Maryland's 2009 report on immigrant integration, "A Fresh Start," served as keynote speaker.
- An annual Hispanic/Latino Heritage Month Campus Community Celebration was established and coordinated. Events included: Mexican cultural immersion bus trip visit to Washington, D.C.; Spanish language films; and campus Latino cultural arts and dining cuisine exposure. Guest speakers included Anthony Guitierrez, Director of the Wicomico Board of Elections, and Thomas Perez, Assistant Attorney General for the Civil Rights Division of the United States Department of Justice.

Develop and implement diversity awareness, and educational and professional development training opportunities for both faculty and staff.
- Training workshops are being developed for implementation in 2011. Topics include Sexual Harassment Prevention, Prevention of Discrimination and Other Forms of Harassment, and Teaching in a Diverse Classroom.

University Governance Consortium Cultural Diversity Committee meets throughout the calendar year.
- The CDO is an *ex officio* and non-voting member of the University Governance Consortium Cultural Diversity Committee.
- The committee successfully created two campus climate survey instruments: A faculty and staff survey instrument and a student survey instrument.
- Climate surveys were approved by the campus Institutional Review Board and administered on February 15, 2011. Results will be analyzed to assess perceptions of the campus climate and to address those as necessary.

Outreach to the community.
- In May 2010, the Office of Diversity facilitated a partnership between Seidel School of Education and Professional Studies faculty and Wicomico County Public Schools to address achievement gap issues. A Maryland State Department of Education (MSDE) grant was written and funded to support a one-year pilot project that provides intercultural competency training for five P-8 schools with greatest risk of disproportionality.

Complete Assessment of General Education
Develop student learning outcomes and align with General Education curriculum.
- Following a June 2009 General Education Assessment Retreat, University Analysis Reporting and Assessment developed student learning outcomes for the five General Education (GE) areas.
- During the spring 2010 semester, the University Academic Assessment Committee (UAAC) and various academic stakeholders had the opportunity to review and comment on the student learning outcomes. A final version will be developed based on this feedback and submitted to the Faculty Senate for review and vote.
- Alignment of the GE curriculum with the Student Learning Goals, recommended by Middle States to be completed by June 2011, has been completed.
- This Assessment Plan was endorsed by SU's school deans in spring 2010 and by the Faculty Senate in fall 2010, and it has been assigned to a Faculty Senate Subcommittee.

Develop a *culture of assessment* through training.
- On January 21, 2010, the UAAC and Faculty Development Committee (FDC) co-sponsored a Faculty Development Day on GE assessment. The purpose of the day was to provide assessment resources and best practices, describe the assessment process, discuss the role SU faculty will play in developing the assessment process at the institution, and collect feedback from faculty on assessment strategies that they recommend for collecting data on student achievement of GE outcomes.
- Annual Periodic Review process has been revised to focus on assessment.

International Education
Incorporate a reference to international education in SU's Mission Statement.(G1)
A five-year International Education Strategic Plan (2009-2013) has been established. The International Strategic Plan is aligned and embedded throughout SU's mission and institutional Strategic Plan.

Increase the number of study abroad students. (G2)
The Center for International Education works to improve excellent short-term faculty-led international programs.
- Creation of an online application process for study abroad programs (July 2010).
- Creation of six new short-term, faculty-led study abroad programs in the following locations: Argentina, Guatemala, Japan, Italy, England, and Martinique (AY 2010-2011).
- Further dissemination of "Faculty Handbook for Short-Term Faculty-Led International Programs" to faculty leading programs (AY 2010-2011).

Develop semester programs abroad.
- The launch of the Salisbury Abroad: Ecuador study abroad program provided semester-length study abroad and course work in a new minor in Latin American studies at the same cost as main campus

(August 2009). Twelve students enrolled in the new program in 2009-2010 and eight students enrolled in the program 2010-2011.

- The launch of the Salisbury Abroad: Estonia study abroad program provided semester-length study abroad and course work in a new minor in European studies at the same cost as main campus (August 2010). Two students enrolled in the new program during academic year 2010-2011.
- The launch of Salisbury Abroad: China study abroad program provided semester-length study abroad at the same cost as main campus (August 2010). Two students enrolled in the new program during academic year 2010-2011.

Develop four or five key SU sites abroad for program development.

- Center for Interamerican Studies Foundation, Cuenca, Ecuador, South America (Fall 2009).
- University of Tartu, Tartu, Estonia, Europe (Fall 2010).
- Anqing Teachers College, Anqing, China, Asia (Fall 2010).

Develop advising and marketing.

- Further dissemination of annual Salisbury Study Abroad Programs Catalog was initiated in fall 2009 and expanded in fall 2010.
- Hired a part-time faculty emeritus study abroad advisor for daily advising open hours at the Center for International Education (AY 2010-2011).
- Updated and expanded the Center for International Education Website with a new URL address: www.salisbury.edu/international.

Establish and maintain scholarships.

- Sustained at a constant level the small ($8,000), University-funded study abroad scholarship fund during a time of economic crisis (2009-2011).
- An aggressive advising and marketing campaign for Benjamin A. Gilman Scholarship resulted in 12 Pell Grant students funded for over $50,000 for study abroad (2009-2011).
- An aggressive advising campaign for Fulbright Student Fellowships resulted in two student applicants forwarded by the University (AY 2008-2009) and two more student applicants (AY 2010-2011). No students have been awarded yet.
- An aggressive advising campaign for David L. Boren Scholarship resulted in the first three student applicants forwarded by the University (AY 2010-2011). Winners will be announced in spring 2011.

Increase presence of international students. (G3)

Establish an effective recruitment plan.

- Aligned the International Student Recruitment Plan with the Strategic Enrollment Management Plan (2009-2013).

Enhance and sustain international recruitment efforts through enrollment management.

- Established a new partnership with the Kingdom of Saudi Arabia to receive King Abdullah Scholarship Program (KASP) students (July 2009). SU received its first enrolled KASP scholar (January 2010).

Increase the number of exchange agreements with partners abroad:

- Anqing Teachers College, Anhui, China (Fall 2010).
- University of Málaga, Málaga, Spain Memorandum of Understanding (MOU) signed summer 2010. Program initiated fall 2011.
- Enhanced effort to establish reciprocal balance with long-term exchange partner, Grenoble École de Management, Grenoble, France (AY 2010-2011).

Develop intensive English language program.

- Hired founding director of SU's English Language Institute (ELI) (summer 2010).
- Enrolled first ELI cohort of seven students (fall 2010).
- Transitioned first four ELI students from ELI to degree-seeking academic program (spring 2011).
- Enrolled second ELI cohort of eight students (spring 2011).

Improve international student support.

- Hired first graduate assistant for international student support (spring 2008).
- Created new process to reserve housing for international students (spring 2011).

Strengthen ties with international alumni.

- Formed first SU alumni chapter abroad in Europe (summer 2009).

- Held first official SU Alumni Europe chapter event (January 2010).

Increase opportunities for international scholarly activities for faculty. (G4)
Obtain authority to offer J visas.
- Achieved designation by the U.S. Department of State as J-1 Exchange Visitor institution in the categories of student, short-term scholar and professor (March 2010), with SU's first visiting Global Scholar faculty member teaching during spring 2011 and three additional candidates for Global Scholar faculty members currently under consideration for fall 2011.

Develop Visiting International Scholar Chair in each of the four schools.
- Conversations are ongoing with academic school deans to achieve this goal (AY 2010-2011).

Establish faculty award for outstanding contribution to global education.
- Development of this initiative is in progress.

Promote the further internationalization of the on-campus curriculum. (G5)
Create new area-studies minors.
- Latin American studies minor began (spring 2010).
- European studies minor began (fall 2010).
- Asian studies minor planning is underway with initial offering being offered (fall 2011).

Increase course work in lesser-taught languages.
- Regular offerings of Chinese 101 and 102 are underway (AY 2009-2010).
- 200-level Chinese and higher level courses are offered through exchange at Anqing Teachers College (AY 2010-2011).

Encourage enhancement of the international character of all courses.
- Development of this initiative is ongoing.

Strengthen international experiences for international and foreign language majors.
- Spanish Major – There is now an embedded semester-length study abroad program in Ecuador and Spain.
- French Major – Development of this major will happen in the future.
- International Studies Major – Development of this major will happen in the future.
- International Business Major – Development of this major will happen in the future.

Hiring Procedures
The Office of Diversity supports the Office of Human Resources in achieving Strategic Plan Focus Area 4.1: "…addressing the recruitment, hiring, and retention of a quality, diverse faculty and staff."
- The search process continues to be reviewed and monitored to ensure compliance with all federal and State laws.
- Recruitment plans are now developed in collaboration with all key stakeholders to "focus on recruitment instead of just placing ads."
- With the goal to broaden the diversity of applicants, the Office of Diversity has identified national professional organizations where the institution will hold membership and begin to establish a presence. Human Resources converted the entire application process to an online function using SU's existing PeopleSoft platform. This has greatly improved the efficiency of gathering and tracking applicant data for assessment and review.

Minority Student Recruitment Initiatives
Strategies have been implemented as part of Salisbury University's Strategic Enrollment Plan.
- Determine effectiveness of financial aid packaging methods for minority student populations.
- Utilize current student hosts to visit home high schools to speak with guidance staff.
- Continue current assessments (EBI, SSI, CIRP, NSSE) to collect students' perceptions of Salisbury University.
- Invite prospective students to attend select cultural events sponsored by existing Salisbury University cultural organizations.

- Provide financial aid information sessions to connect families with financial aid resources, meet filing deadlines, and optimize federal, State, and institutional financial aid.
- Design special visitation events for first-year students to meet faculty and staff as part of a collaborative effort between Admissions, Multicultural Student Services, and cultural student organizations.
- Identify and develop relationships with local as well as regional community-based organizations to create a broader support system for Asian and Hispanic students.
- Establish advisory boards to address and respond to the needs of special student populations.
- Enhance inclusive messages and graphics in campus publications, presentations, and University Web site to be more attractive to diverse students.
- Promote campus visits and advisory opportunities to guidance counselors who represent diverse high school markets.
- Offer three to five bus visitations for 1,200 prospective and admitted students from Baltimore and Prince George's County.
- Develop a partner list of community-based organizations and top feeder schools for diverse students for special recruitment initiatives: targeted mailings, campus events, and contacts with current SU students.
- Purchase names of prospective high school sophomores and juniors from the College Board's PSAT in January, rising seniors from the SAT in mid-summer for test optional candidates, and seniors from under-represented populations who first took the SAT in the fall.
- Utilize social networking to reach admitted minority student communities to enhance application rates and yield.
- Enhance the telecounseling program to include: pairing SU students with prospective students with shared backgrounds and interests and increased phone contacts from SU students and admissions staff.
- Promote Test Optional Admission Policy as a minority recruitment strategy.
- Sponsor annual minority student visitation weekend for freshmen.
- Sponsor activities for community programs such as GEARUP (MHEC CPIP), AmeriCorps, and the Business, Economic, and Community Outreach Network.

Closing the Achievement Gap (Retention)
Strengthen the Center for Student Achievement.
- The SU Center for Student Achievement (CSA) opened in fall 2008 and marked the first time SU centralized academic services for students. Significant progress was made toward the development of the center's resources for students. The CSA has been severely limited in its development because SU has only been able to reallocate about 40 percent of its full implementation budget of $417,000.
- The CSA began offering tutorial services in fall 2009 and has continued to offer this service as a retention initiative. The CSA has increased tutoring services to include 15 subjects, with Anatomy and Physiology, Sports Nutrition, and Chemistry being the most utilized by students.
- Supplemental instruction (SI) has also increased from a pilot of five SI courses to 14 courses offered in fall 2010.
- Appendices A & B of this document show the number of students who have visited the center seeking tutorial assistance since it first opened in fall 2009.

Identify resources for Center for Student Achievement.
- A federal TRiO grant was awarded to SU in August 2010. The five-year grant has helped provide services and financial assistance for 140 students who meet the criteria of low income and first generation or students with disabilities. Academic support services such as tutoring, supplemental instruction, study strategies, and academic coaching began in fall 2010 as students were identified to participate in the TRiO ACHiEVE program.

Strengthen the Writing Center
- The Writing Center broadened its outreach efforts to diverse students by serving as a partner in the TRiO grant. A writing assessment intake coordinator was hired to meet with each first-year student in the TRiO program and advise effective use of the Writing Center. The writing assessment coordinator evaluates

TRiO students' strengths and weaknesses in academic writing and suggests an individualized plan for writing development.

- Prior to the start of the TRiO grant, the Writing Center conducted a study of how many TRiO-eligible students voluntarily attended the Writing Center. Of the 698 students SU identified as TRiO-eligible, 127 students had come to the Writing Center.
- Many TRiO-eligible students utilized the services of the Writing Center their first semester. In fall 2010, of the 205 first-year students who visited the Writing Center, 49 students were low-income students, first-generation college students, and/or students with disabilities. TRiO participants will work closely with the Writing Center to prepare graduate school applications.
- The Writing Center provides ongoing diversity training to staff members so that peer writing consultants can work effectively with all students who visit the center. During 2010-11, writing consultants have been trained by the Counseling Center, Student Disabilities Support Services, and Bisexual Transgender Gay Lesbian and Straight Supports (BTGLASS).

Implement programs to address gaps in students' mathematical backgrounds.

- The ALEKS (Assessment and Learning in Knowledge Spaces) math assessment was piloted in fall 2008 and is now a fully funded program. ALEKS assists students and academic advisors in placing students in math courses that best match their ability level. This weakness of math skills among prospective college students is a national problem that requires close cooperation between K-12 and higher education to resolve. The Governor's STEM Task Force report, "Investing in STEM to Secure Maryland's Future," clearly identifies this challenge.
- ALEKS placement was used to assess all incoming freshmen in fall 2009 and fall 2010. Results from fall 2009 indicated students following placement advice generally performed better in select courses.
- In spring 2011, the Mathematics and Computer Science Department will study the results of these first two years of placement data and make recommendations concerning course placement as well as how SU might address fundamental weaknesses in mathematics skills.

Assess Living-Learning Communities (LLC).
- First-year students (2009 cohort) who participated in SU's Honors, Education, Business, Green, or STEM LLCs during the 2009-2010 academic years were included in an assessment of the LLC initiative. Approximately 119 freshmen, 9 percent of the first-time student cohort, participated in one of these five LLCs. Approximately 10 percent of first-time minority students participated.
- Students enrolled in one of the identified LLCs had slightly higher first-year grade point averages than those that were not in an LLC during their first year at SU (2.87 vs. 2.83). The data also showed that LLC participants are retained into their second year at higher rates than non-LLC participants (83 percent vs. 81 percent).
- Appendix C displays the number of students who elected to participate in Living-Learning Communities.

Assess Freshman Seminars.

- Approximately 122 students from the 2009 cohort (10 percent of the first-time student cohort), participated in a freshman seminar during the 2009-10 academic years. Approximately 12 percent of first-time minority students, including non-resident aliens (NRA) participated in a freshman seminar during this time period.
- Appendix D displays the number of students who registered for a freshman seminar.

Emphasize cultural diversity in the first-year student orientation program.
- Incoming first-year students participate in an orientation program titled Shared Paths.
- Shared Paths is an interactive program that takes students on a journey of self-discovery as well as increases awareness of self and others.
- Results of the student Diversity Climate Survey administered in February 2011 will be used as one of the indicators of success.

Market Research
Initiate market research project.
- Marketing and Public Relations staff are currently working with Enrollment Management staff and professional firms to study demographic trends and market research on attracting and retaining diverse student populations.
- SU engaged Stamats, Inc. to project the demographic trends and profile of college-bound students 5-10 years in the future and recommend relevant strategies for marketing, recruitment, retention, costs, programs, and facilities. Phases One and Two were completed in 2010.
- The Diversity Office will work with this team to specifically research the growing Hispanic/Latino population, identifying needs, trends, and measures for implementation.
- The Public Relations and Publications offices work to ensure SU awareness among diverse populations by advertising in publications such as *The Hispanic Outlook in Higher Education, Diverse Issues in Higher Education, Maryland African-American Pride* magazine, and the 2010 National Conference on Race and Ethnicity in American Higher Education (NCORE) program guide.

Financial Aid
Increase need-based financial aid.
- While the Strategic Enrollment Plan spells out an aggressive 10-year plan to increase *institutional financial aid to $17 million*, the current economic times prevented additional funding from State support that was designated for enrollment growth.
- SU's relatively low funding limits grants and scholarships that are vital to provide access for economically disadvantaged students. Despite the added challenges to increase the total dollars for financial aid during this economic downturn, SU has increased the proportion of aid that is awarded to students who demonstrate financial need.
- In the past five years, institutional aid has increased by nearly 50 percent and the ratio of need-based support has increased over merit-based aid by nine percentage points, with 59.4 percent now awarded to students with need.
- From FY 2009 to FY2010, need-based aid increased by $294,149. Beginning in spring 2011, the TRiO grant will provide $56,000 additional dollars per year directed toward TRiO participants.

Social Life and Organizations
Increase student awareness and understanding of cultural diversity.
- Annual events on the Salisbury University campus provide opportunities for exposure to a wide variety of multicultural celebrations that range from month-long historical knowledge events, to the fine arts and folk arts, to progressive speakers that help to develop cultural awareness and support critical thinking and exploration of cultural diversity.
- SU's cultural diversity events are planned and presented through collaborative partnerships that include offices and committees from every division on campus.

Continue to support Powerful Connections as one of our strongest retention efforts.
- A mentee/mentor program has been offered to new students of color for over the past 10 years and has evolved into the Powerful Connections program.
- In fall 2010, 47 students and families were welcomed to campus through the Powerful Connections Program. The program participants were comprised of a diverse group that included African-American, Asian-American, and Latino mentees. The mentors (who are graduates of the program) were an equally diverse group, with all ethnicities and races represented.
- Powerful Connections provides participating students the opportunity to become acclimated to the campus, its social organizations, and its academic rigor in a more personalized manner. The fall 2010 cohort average cumulative grade point was 2.65.
- Many of the mentees become Powerful Connections mentors to future SU students. Many become involved in University student governance and become part of the inner fabric of the campus community.

Faculty and Administrative and Support Staff Development

Increase faculty and staff development opportunities centered around diversity.

- The University hosted a Strategic Planning Day that solely focused on diversity in January 2011. The event was well attended by faculty and students and included a cross cultural training component.
- The Faculty Senate's Faculty Development Committee and the Office of Instructional Design and Delivery offered its first SU Teaching and Learning Conference in January 2011 with faculty sharing best practices in their teaching and classroom design.

Support curricular development.

- The Faculty Senate's Faculty Development Committee plans to devote its August 2011 faculty development day on diversity. The Office of Diversity and University Consortium Cultural Diversity Committee will assist with this endeavor.

Community Relations

Serve as a catalyst for positive change.

The University continues working with local and regional governmental and private entities to make the Salisbury area more accepting of diverse populations. The Franklin P. Perdue School of Business' Business, Economic, and Community Outreach Network (BEACON) hosts the Bienvenidos a Delmarva Network and has supported the following initiatives:

- Working with SU student volunteers from the Organization of Latin American Students (OLAS) and local public schools to support tutoring programs aimed at English-Language learners and programs that increase Latino/a parent involvement.
- Working with the Maryland Migrant Education Program to improve its outreach to children of migrants in the region.
- Establishing collaboration with Farmworker Justice's "Poder Sano," focusing on improving Latino/a rural health particularly around issues of HIV and TB.

Alumni Programs

Determine ways to engage alumni in the cultural diversity initiative.

- The Alumni Board has increased its minority membership from one minority member in 2007 to three in 2009.
- The Alumni Office partnered with Multicultural Student Services and the Horizons Project to produce events for specific affinity groups during Homecoming Weekend.

Designated Gifts and Grants Supporting Cultural Diversity

Faculty and Staff Campaign.

The Faculty and Staff Campaign helps to support three Salisbury University Foundation, Inc. accounts that support diversity initiatives:

- The Horizons Program, which promotes awareness of gay, lesbian, bisexual, and transgender issues on campus.
- The Lambda Society, which promotes awareness and addresses the needs of gay, lesbian, bisexual, and transgendered (GLBT) students, staff, and faculty at Salisbury University.
- Women's History Committee, which recognizes women in all facets of life through a series of performances, films, and talks held during the month of March.

Other Initiatives.

- The Public Relations Office has publicized faculty grants that help support cultural diversity. Examples include a U.S. Department of Education grant to support SU's Teaching English as a Second Language Program and funding from the SU Foundation, Inc., to support a unique study to determine how sports may be used therapeutically for former child soldiers in Africa.

- The Public Relations Office also reserves space in *SU News* for the promotion of faculty grant opportunities, some of which are diversity-based.

Demographic Data
- Appendix E-H contains the faculty, staff headcount and student enrollment data.
- Beginning in fall 2010, SU began reporting race/ethnicity facts according to new standards instituted by the Federal government. Students may now report more than one race/ethnicity if applicable. Students who do so are reported in the "Two or More Races" category.

Campus-based Hate Crimes and Bias-motivated incidents
Incidents of campus-based hate crimes and bias-motivated incidents.
- There were no reported hate crimes or bias-motivated incidents in 2009.
- The University Police Department has increased its completion of all bias-motivated investigations.
- Historically, perpetrators have been held accountable; University administrators believe this has been a deterrent.
- Appendix I displays the number of campus-based hate crimes and bias-motivated incidents.

Conclusion

Salisbury University's commitment to student excellence and success is nationally recognized and well established. SU is equally committed to creating a diverse campus community and to recruiting and retaining culturally diverse students, faculty, and staff. Recognizing the responsibility and opportunity to meet the changing ethnic and racial demographics of Maryland's population, the University has made great strides toward the goal of increasing its minority student population. Strategic planning and implementation has begun and will help the University welcome and accommodate the projected increasing number of Hispanic/Latino Maryland high school students. Finally, programs needed to attract more international students to campus while offering SU students additional opportunities for international study have been put in place.

Over the last five years the University has piloted and implemented initiatives detailed in this report that support the success of minority students while enhancing the learning and success of all students. The preliminary results of these efforts are quite positive.

The greatest challenge and threat to the University's continued success in recruiting and retaining a diverse student body, faculty, and professional staff is funding. Salisbury University is proud of its momentum on closing the achievement gap despite its funding challenges. Not to be deterred, the University will continue to look for external sources of funding, as well as make its case for additional funding in the appropriate venues. However, the goal of putting every Marylander to work in a new economy will require that the State invest an appropriate level of resources to produce significant progress and assure that "there is no spare Marylander."*

*Governor Martin O'Malley

APPENDIX

PROGRESS REPORT

ON

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY

February 2011

Cultural Diversity Planning at Salisbury University

Appendix A:

Tutoring by Race/Ethnicity			
	Fall 2009		
	Frequency	**Percent**	**% of Race that Attended Tutoring**
African-American	11	13%	1.24%
American Indian/Alaska Native	1	1%	1.96%
Asian	-	-	0%
Native Hawaiian/Pacific Islander	N/A	N/A	N/A
Hispanic	5	6%	2.43%
Two or More Races	N/A	N/A	N/A
White	61	71%	1.00%
Nonresident Alien	-	-	0%
Unknown	8	9%	13.79%
Total	**86**	**100%**	

Appendix B:

Tutoring by Race/Ethnicity						
	Spring 2010			**Fall 2010**		
	Frequency	**Percent**	**% of Race that Attended Tutoring**	**Frequency**	**Percent**	**% of Race that Attended Tutoring**
African-American	13	18%	1.5%	31	21%	3.6%
American Indian/Alaska Native	-	0%	0%	2	1%	6.3%
Asian	-	0%	0%	5	3%	2.8%
Native Hawaiian/Pacific Islander	N/A	N/A	N/A	-	0%	0%
Hispanic	3	4%	1.5%	3	2%	1.1%
Two or More Races	N/A	N/A	N/A	5	3%	3.9%
White	55	76%	0.9%	98	68%	1.6%
Nonresident Alien	-	0%	0%	1	1%	2.2%
Unknown	1	1%	1.9%	-	0%	0.0%
Total	**72**	**100%**		**145**	**100**	

NOTE: Beginning in fall 2010, SU began reporting race/ethnicity according to new standards instituted by the Federal government. Students may now report more than one race/ethnicity if applicable. Students who do so are reported in the "Two or More Races" category.

Appendix C:

2009-2010 LLC Participants

	N	% of LLC Cohort	First-time, Full-time Freshmen Cohort N	% of First-time, Full-time Freshmen Subgroup Cohort
African-American	10	8%	132	8%
American Indian	1	1%	8	13%
Asian	4	3%	36	11%
Hispanic	8	7%	55	15%
White	96	81%	1033	9%

Due to rounding, percentage of LLC cohort represented by each subgroup may not equal 100%.

Appendix D:

2009-2010 Freshman Seminar Participants

	N	% of Seminar Cohort	First-time, Full-time Freshmen Cohort N	% of First-time, Full-time Freshmen Subgroup Cohort
African-American	16	13%	132	12%
American Indian	1	1%	8	13%
Asian	5	4%	36	14%
Hispanic	5	4%	55	9%
White	94	77%	1033	9%
NRA	1	1%	7	14%

Due to rounding, percentage of seminar cohort represented by each subgroup may not equal 100%.

Note: Non Resident Alien (NRA)

Students enrolled in one of the identified Living-Learning Communities (LLCs) had slightly higher first-year grades than those that were not in an LLC during their first year at SU (2.87 vs. 2.83). The data also showed that LLC participants are retained into their second year at higher rates than non-LLC participants (83% vs. 81%).

Appendix E:

Faculty (Includes Teaching Assistants and ALL Full-time and Part-time)								
	2009-2010				2010-2011			
	Numbers	Percent of TOTAL	Male	Female	Numbers	Percent of TOTAL	Male	Female
African-American	25	4.3%	16	9	29	4.7%	20	9
American Indian	2	0.3%	0	2	2	0.3%	0	2
Asian	N/A	N/A	N/A	N/A	23	3.7%	13	10
Native Hawaiian/ Pacific Islander	N/A	N/A	N/A	N/A	0	0.0%	0	0
Asian/Pacific Islander	20	3.4%	11	9	N/A	N/A	N/A	N/A
Hispanic	9	1.5%	4	5	9	1.5%	5	4
Two or More Races	N/A	N/A	N/A	N/A0	1	0.2%	0	1
White	515	87.6%	246	269	538	87.3%	245	293
Nonresident Alien	10	1.7%	3	7	9	1.5%	2	7
Unknown	7	1.2%	3	4	5	0.8%	3	2
TOTAL	**588**	**100.0%**	**283**	**305**	**616**	**100.00%**	**288**	**328**

Source: EDS file.
Notes:
1. Faculty numbers include Teaching Assistants and ALL Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is Instruction.
2. Beginning in fall 2010, SU began reporting race/ethnicity according to new standards instituted by the Federal government. Faculty may now report more than one race/ethnicity if applicable. Faculty who do so are reported in the "Two or More Races" category.

	Headcount Decrease	% Decrease
Change in Faculty between 08/09 and 09/10	-79	-11.8%
Minority Faculty	-1	-1.8%

Though the number of minority faculty members declined by 1 between 08/09 and 09/10, in 09/10 the minority groups represent a greater percentage of faculty than they did in 08/09. This is largely due to the decrease in White faculty members between 08/09 and 09/10.

Appendix F:

Staff								
	2009-2010				**2010-2011**			
	Numbers	**Percent of TOTAL**	**Male**	**Female**	**Numbers**	**Percent of TOTAL**	**Male**	**Female**
African-American	329	32.7%	105	224	318	31.6%	104	214
American Indian	1	0.1%	0	1	3	0.3%	2	1
Asian	N/A	N/A	N/A	N/A	11	1.1%	5	6
Native Hawaiian/ Pacific Islander	N/A	N/A	N/A	N/A	2	0.2%	1	1
Asian/Pacific Islander	9	0.9%	4	5	N/A	N/A	N/A	N/A
Hispanic	18	1.8%	10	8	17	1.7%	6	11
Two or More Races	N/A	N/A	N/A	N/A	5	0.5%	1	4
White	630	62.6%	259	371	641	63.7%	261	380
Nonresident Alien	7	0.7%	1	6	6	0.6%	4	2
Unknown	13	1.3%	5	8	4	0.4%	0	4
TOTAL	**1007**	**100.0%**	**384**	**633**	**1007**	**100.0%**	**384**	**623**

Source: EDS file.
Notes (2010-2011):
1. Staff members include non-teaching Graduate Assistants and **ALL** Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is one of the following categories: Executive/Admin., Faculty/Public Service, Professional, Clerical, Technical/Paraprofessional, Skilled Crafts, Service/Maintenance.
2. Beginning in fall 2010, SU began reporting race/ethnicity according to new standards instituted by the Federal government. Staff may now report more than one race/ethnicity if applicable. Staff who do so are reported in the "Two or More Races" category.

Appendix G:

Student Institutional Enrollment 2009-2010				
	Number	**Percent of TOTAL**	**Male**	**Female**
African-American/Black	942	11.5%	425	517
American Indian	54	0.7%	26	28
Asian/Pacific Islander	206	2.5%	96	110
Hispanic	216	2.6%	106	110
White	6657	81.1%	2850	3807
Nonresident Alien	61	0.7%	28	33
Unknown	68	0.8%	32	36
TOTAL	**8204**	**100.0%**	**3563**	**4641**

Appendix H:

Student Institutional Enrollment 2010-2011				
	Number	**Percent of TOTAL**	**Male**	**Female**
African-American	929	11.1%	376	553
American Indian/Alaska Native	34	0.4%	13	21
Asian	182	2.2%	76	106
Native Hawaiian/Pacific Islander	6	0.1%	4	2
Hispanic	296	3.5%	133	163
Two or More Races	137	1.6%	62	75
White	6701	79.8%	2854	3847
Nonresident Alien	61	0.7%	30	31
Unknown	51	0.6%	32	19
TOTAL	**8397**	**100.0%**	**3580**	**4817**

Source: Factbook p. B-4.0
Note: Beginning in fall 2010, SU began reporting race/ethnicity according to new standards instituted by the Federal government. Students may now report more than one race/ethnicity if applicable. Students who do so are reported in the "Two or More Races" category.

Appendix I:

Hate Crimes (Crimes that manifest evidence of prejudice based on race, religion, sexual orientation, gender, disability, or ethnicity)			
Date	**Location**	**Incident**	**Summary**
2009	There were no reports of hate crimes or bias-motivated incidents.		
1/24/2010	Chester Hall	MDOP/Vandalism	A resident director reported that an unknown subject scratched anti-Semitic words on a bathroom stall.
5/1/2010	Between St. Martin and Chesapeake Halls	Assault	Two non-student white males approached a male Hispanic student and made anti-Hispanic comments. They then assaulted the student. The suspects were identified and charged criminally in the incident.
9/13/2010	Devilbiss Hall	MDOP/Vandalism	A professor reported that an unknown subject had drawn obscene pictures and posted comments of a racial (anti-African American) and sexual nature (anti-homosexual) on a second floor bathroom stall.

TOWSON UNIVERSITY

Towson University
Progress Report on
Institutional Programs of Cultural Diversity
February 2011

Introduction

Towson University's working definition of diversity is intentionally broad and framed as "recognizing and valuing the variety of backgrounds, perspectives, and beliefs held by members of the Towson community." *The Diversity Wheel* model (Gardenswartz & Rowe, 1994; Loden & Rosener, 1991) shapes the institution's definition by conceptualizing diversity within an organizational context (see Appendix 1). This model recognizes four layers or dimensions of the person. The four layers of diversity form the filters through which individuals see the world, how others see them, and the barriers that can ensue as a result. This model has helped move Towson University's conversation regarding diversity beyond the traditional diversity issues of age, race, ethnicity, gender, sexual orientation, and physical ability. *The Diversity Wheel* encompasses dimensions of diversity that impact an individual's personality at home, in the workplace, and in society. Each dimension adds a layer of complexity to an individual's identity and creates interaction among all those dimensions at both micro and macro levels. This model emphasizes the university's diversity definitions that are relevant to the organizational structure of the university and helps Towson University reframe its diversity conversation around power, privilege, and status pertinent to our students, faculty, and staff. This broad model for diversity is consistent with the Attorney General of Maryland's recommendation that institutional diversity plans should extend beyond race and ethnicity (as per letter to Governor O'Malley dated May 15, 2008, the Attorney General of Maryland, Office of Counsel to the General Assembly).

Below is Towson University's annual progress report on institutional programs of cultural diversity.

Status of Implementation Efforts

      Presidential Diversity Initiatives: President Robert L. Caret established a Diversity Coordinating Council (DCC) in 2004. Membership of the Council consists of the Provost and Vice President for Academic Affairs, the Vice President for Student Affairs, and the Vice President for Administration and Finance, the Assistant to the President for Diversity, and the Assistant Vice President of Student Affairs for Diversity. Charged with facilitating the establishment and maintenance of an inclusive campus environment, consisting of high-level administrators, the DCC serves as a visible expression of the priority given to the issues of diversity on Towson's campus.

Phase I of TU's Diversity Action Plan has been completed. Phase II of TU's Diversity Action Plan is currently under development. Goals that are being identified for Phase II will support the implementation of TU's recently adopted strategic plan, TU 2016: *Building Within – Reaching Out.*

      Towson University's Reflective Process for Diversity: Towson University's *Reflective Process* is a university-wide institutional transformation initiative for diversity with the goal of fostering a shift in campus climate toward inclusive excellence that has full university support. TU is in Phase II of the *Reflective Process* implementation plan. Phase II involves the identification of diversity goals by university departments. While all of the departments within TU's administrative divisions have identified diversity goals and in many cases are on their second annual cycle of assessment and evaluation, the university continues to work with academic colleges and departments to develop plans which will facilitate their ability to identify practical and sustainable diversity goals for their respective units. The College of Fine Arts and Communication has identified a series of college-wide diversity goals as well as diversity goals by academic department. TU's College of Health Professions has developed a college-wide document that identifies diversity objectives, action steps, and measures for the entire college. The remainder of TU's academic colleges and Cook Library recently developed strategic plans and are advancing toward the development of documents in support of diversity.

1

Access and Support Services - First Generation, Low Income Students: TU is committed to providing access for first-generation college; low income[1] students, and helping them succeed.

Towson is proud of its increasingly diverse student body. The percent minority among undergraduates increases each year and the achievement gap between races has been eliminated after steady reduction of the difference in graduation rates (percent of enrolled freshmen who graduated from Towson within six years) between African American freshmen and the total freshman population. The gap shrank from 17%, for the class entering in fall 1995 to 0% for the fall 2000 cohort and the graduation rate for African American students who entered in the fall 2004 is actually 5.1% higher than that of the total population.

But a daunting challenge still exists. National research indicates that first-generation[2] college students do not have adequate access to higher education. They have less knowledge of the admissions and financial aid application processes and are less likely to be academically prepared for college than those whose parents attended college. They are more likely to work full-time while going to college, attend part-time, or drop out. First-generation college, low income students are even less likely to attain their degrees than first-generation college students whose family incomes are higher.

Seventy-six first-generation, low income students enrolled as entering first-time, full-time students in fall 2010. The number was smaller in the years before 2005, when the university initiated its "Top Ten Scholars[3]" program, which attracted more students from Baltimore City public schools. While many Top Ten Scholars do very well academically at Towson, some struggle. The overwhelming majority of those having difficulty are deficient in basic skills, as evidenced by their SAT and ACUPLACER scores. As documented in Towson's "Closing the Achievement Gap" reports of October 1, 2009 and November 15, 2010, our first-generation, low income students graduate at significantly lower rates than their more affluent classmates.

Initiatives and activities are in place or planned to improve the success rate of educationally and financially disadvantaged students. Programs at Towson designed to support first-generation, low income students including a "Strategies for Student Success" course, block scheduling, the "SAGE" mentoring program, the "CEEP" program, and increasing need-based institutional financial aid seem to be working. The gap in 6-year graduation rates between first-generation, low income students and the total population has decreased in each of the last three years.

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[1] TRIO low-income definition is defined on the web site, (http://www.ed.gov/about/offices/list/ope/trio/incomelevels.html) and is equivalent to 150% of the poverty level as defined by the United States Department of Health and Human Services (http://aspe.hhs.gov/poverty/figures-fed-reg.shtml).

[2] First-generation defined as students who completed the FAFSA and reported on one or both parents' education levels as either "unknown" or as not having completed college.

[3] Through this program the university offers admission and scholarships to students in Baltimore City and Baltimore County whose high school grade point average rank at or above the 90th percentile of their graduating classes.

Center for Student Diversity (CSD): CSD strives to create a campus community where everyone understands and values diverse cultures, experiences, and perspectives. To achieve our goal, we provide programs and services that serve the intellectual, social, personal, and cultural needs of ALL students, while paying particular attention to under-represented and marginalized groups. We also assist the university in the recruitment, retention, and graduation of students from these groups by promoting institutional access and academic success.

CSD is made up of the following units that produced programs and services covered in this report: African American Student Development, Asian Pacific Islander/Latino Student Development, LGBT Student Development, The Women's Center, Campus Ministries, and Student Success Programs (SAGE & CEEP). Immediately following is a compilation of three years of data:

Center for Student Diversity 3-Year Summary Data

YEAR	2007- 2008	2008-2009	2009-2010
Overall Attendance	11,229	14,333	13,009
Surveys Completed	995	1,799	1209
Male		519	351
Female		1,236	840
Other		44	18
White		432	694
African Am		699	247
Latino		162	82
Asian Pacific Is.		150	48
Other		356	138

Analysis of data for CSD

- The number of individuals utilizing the services of CSD (13,009) is not reflected in the number of students surveyed (1,209). Those surveyed reveal a snapshot of students who attended CSD events and chose to complete evaluations. Not all programs were evaluated during this period. The 13,009 students making up overall attendance comprise those who attended programs and events, walk-ins to the various program units within the cluster, appointments made with staff members, and presentations or class visits done by staff, as indicated in the below chart:

	Fall 2009	Spring 2010	Total
Visits & Appointments	2,647	1,745	4,392
Program Attendance	4,502	4,115	8,617
Total	7,149	5,860	13,009

- Overall attendance at CSD programs has slightly decreased over the last period due to change in programming efforts. In 2008/09, 14,333 students participated in programs and services offered by the cluster. This period, 13,009 took part – a decrease of approximately 10% due in part to decrease in program offerings in the Women's Center.
- Female students (840 survey respondents) continue to be the heavier users of programs and services, while male participation accounted for 351. CSD should continue to target programs that attract greater male student participation.
- White students (694 survey respondents) accounted for the highest student population using the services/programs of the department, followed by African American students (247 survey respondents). This is a change over last period where African American students produced the highest numbers of those who attended cluster's programs. Latino students (82 survey respondents) and API students (48 survey respondents) recorded lower attendance and utilization of CSD's services and programs. The snapshots of Latino and API student participation do not accurately reflect attendance. There was a higher amount recorded for students (138 survey respondents) who fall into the *other* category - consisting of international/foreign, bi-racial, LGBT students, and those individual students who chose not to identify themselves.

Community Enrichment and Enhancement Partnership Award (CEEP): CEEP is designed to increase access and success of culturally diverse and traditionally under-served undergraduate students. CEEP is a grant/scholarship program aimed at retaining students toward graduation. Student participants must meet at least three of the following criteria:

- U.S. citizens, full-time undergraduates, with at least a 2.50 GPA
- first generation college student
- From an environment or academic setting that may have hindered educational pursuits

- From a single parent household
- Member of underrepresented or under-served group
- Must have overcome personal, social and/or physical obstacles in pursuit of an education

Additionally, CEEP award recipients complete an annual assessment and student satisfaction survey (these surveys are available upon request) and must meet with the CEEP Program Director or designee at least once each semester. The CEEP requirements for students differ according to their university status/classification; students must adhere to all requirements. CEEP award recipients may renegotiate their CEEP contract, if necessary. The CEEP award may be rescinded if a recipient does not complete semester or GPA requirements.

Community Enrichment and Enhancement Partnership - 4 Year Summary Data

YEAR	2006 - 2007	2007 – 2008	2008- 2009	2009-2010
Recipients	158	169	199	168
Male	42 (27%)	46 (27%)	53 (27%)	42 (25%)
Female	116 (73%)	123 (73%)	146 (73%)	126 (75%)
Other	0	0	0	0
FROSH	33 (21%)	23 (14%)	24 (12%)	13 (8%)
SOPH	40 (25%)	38 (22%)	41 (21%)	22 (13%)
JUN	33 (21%)	43 (25%)	56 (28%)	55 (33%)
SEN	52 (33%)	62 (37%)	77 (38%)	78 (46%)
WITHDR.	0	3 (2%)	2 (1%)	0
AF. AM.	122 (77%)	136 (80%)	152 (76%)	137 (81%)
AS. AM.	8 (5%)	8 (5%)	12 (6%)	8 (5%)
BIRACIAL	5 (3%)	3 (2%)	2 (1%)	1 (1%)
WHITE	13 (8%)	10 (6%)	14 (7%)	10 (6%)
LATINO	10 (7%)	11 (6%)	18 (%)	10 (6%)
NAT. AM.	0	1 (1%)	1 (1%)	2 (1%)
.00 - 1.99	7 (5%)	5 (3%)	9 (4%)	3 (2%)
2.00 - 2.49	19 (12%)	26 (15%)	23 (11%)	13 (8%)
2.50 - 2.99	52 (34%)	58 (34%)	70 (35%)	65 (39%)
3.00 - 3.49	50 (32%)	49 (30%)	61 (31%)	58 (34%)
3.50 - 4.00	24 (15%)	28 (16%)	31 (15%)	29 (17%)
WITHDRAWALS*	3 (2%)	3 (2%)	2 (1%)	0
DEAN'S LIST	24 (15%)	28 (17%)	31 (16%)	58 (34%)
GRADUATES	34 (21%)	20 (12%)	29 (15%)	23 (14%)

* Withdrawals may include Study Abroad & Internship

Analysis of data for CEEP
- Male student involvement continues to be a challenge. Additional marketing to local high schools and communication with guidance counselors will continue. Hopefully, this strategy will yield a greater pool of male applicants and an increased number of male CEEP award recipients.
- The percentage of participants, based upon classification, varies annually. Developmental courses, personal issues, true freshmen or new transfer student status, and financial challenges impact academic progress and student classification. Personal advising and support meetings are necessary for CEEP recipients experiencing difficulties and is required for all who earn a semester or cumulative grade point average less than 2.50.
- African-American students (137 or 81%) account for the greatest number of CEEP Award recipients. The participation of students from other racial groups varies annually. Efforts continue to be made to attract a greater number of students from other under-represented groups.
- Ninety percent of present CEEP Award recipients have earned a cumulative grade point average of 2.50 or greater. Ten percent of present CEEP Award recipients have earned less than a 2.50 cumulative grade point average. Eight percent of those have earned cumulative grade point averages between 2.0 and 2.49. Three

CEEP recipients or 2% earned less than a 2.00 cumulative grade point average this period. Feedback from recipients earning low grade point averages indicate recipients are underprepared for the academic rigor, have not committed adequate time to their studies, or they experienced difficulty adjusting to social and cultural aspects of college life at TU. CEEP recipients earning low cumulative grade point averages must participate in mandatory advising sessions, seek tutorial support as needed, and maintain communication with faculty regarding their classroom performance throughout the semester. Students who do not comply with this directive will lose their CEEP Award.

- A total of 58 recipients (34%) earned Dean's List honors for the spring 2010 term. Twenty-three recipients (14%) graduated at the close of the spring 2010 term.

Equal Opportunity and Access - Compliance: Towson University remains fully committed to the concept and practice of equal opportunity and affirmative action. The Office of Diversity and Equal Opportunity that reports directly to the President, is responsible for promoting equal treatment, access and opportunity in all educational activities, and employment decisions at Towson University. The university's Assistant to the President for Diversity also serves as the university's Affirmative Action Officer. The Affirmative Action Officer is responsible for the development of policy statements, affirmative action methods, and internal and external communication in support of Towson University's equal employment opportunity policy and affirmative action plan. The incumbent serves as a member of President's Council and meets regularly with managers, supervisors, and employees to ensure that the university's EEO policies are enforced.

Equal Opportunity and Access - Athletics: Minority and Gender Equity: The Assistant to the President for Diversity serves as the university's Title IX Officer, as well as a member of the Gender and Minority Equity Committee that is a subcommittee of the university's Intercollegiate Athletic Committee, (IAC). The Gender and Minority Equity committee continues to address the results of Towson University's NCAA Certification process. Specific areas addressed by the committee are: employment, social capital, advising and leadership, exit interviews/minority issue surveys, student leaders, peer institutions, Athletic department culture, and assessment. The committee meets regularly and examines numerous data sources, including external and internal reports and makes recommendations for improvement to the IAC.

Disability Support Services. Disability Support Services (DSS) supports the mission of Towson University by providing services that afford students with disabilities an equal opportunity to participate in all aspects of the educational environment. DSS promotes a broad definition of diversity that appreciates disability as an integral part of the human experience. The office collaborates with students, faculty, and staff to create a welcoming campus that meets the needs of students with disabilities, fosters student independence, and recognizes students on the basis of their abilities rather than their disabilities. Currently the office provides services and accommodations to approximately 1,200 students. Most DSS-registered students have learning disabilities and AD/HD; however, the office is increasingly serving non-traditional populations as well, such as disabled veterans, students with psychological disabilities and students on the autism spectrum. Some of the services and accommodations provided include: 1) pre-admission counseling and new student orientation; 2) help with course load and selection; 3) priority registration; 4) testing accommodations and use of the Testing Services Center; 5) note-taking assistance; 6) interpreting services; 7) alternate formats for printed materials; 8) learning and study skills assistance; 9) disability consultation and advocacy assistance; 10) assistive technology; 11) para-transit registration; 12) campus orientation and mobility services; 13) information and referral. The office also provides technical assistance to faculty and staff in implementing student accommodations.

International Students and Scholars Office (ISSO). International students and scholars comprise approximately four percent of the total student enrollment at Towson University. The number of international students at Towson is 916 students and these students come from 105 different nations. While international students are a relatively small part of the TU student body, they are valued members of the TU community and we provide support systems to promote their success at Towson University. The major purpose of the ISSO is to contribute to the retention and success of international students. The

ISSO supports a population of more than 1,000 non-immigrant students in degree-seeking, exchange, English language, and non-degree or enrichment programs. The department provides services for about100 foreign faculty, exchange scholars, and visiting faculty each year.

The Pathways Program. The Pathways Program provides an opportunity for parents with low-incomes (no more than 200% of the poverty level) and those receiving Temporary Cash Assistance, many of whom are African American single mothers, to receive an education that offers them a chance for a more economically successful and secure future. For the first four years of the program, student participants came from Baltimore City Community College. Currently, students from the Community Colleges of Baltimore County are also participating in the program. Towson University awards Pathways students, who must have an AA degree from a community college, a $4,000 scholarship for two years for a total of $8,000. This is in addition to Pell Grants and other forms of financial assistance for which they may qualify. The program also offers students a personalized system of academic and social supports, including specialized advising sessions, social gatherings where they can share concerns and resources, and referrals to counseling and other services as needed.

Students Achieve Goals Through Education (SAGE). The SAGE Program of the Center for Student Diversity is one component of Towson University's cultural diversity and student retention plan. Program resources are used to foster academic achievement, personal development, and campus wide involvement among entering students from diverse backgrounds. SAGE is a retention program which utilizes peer mentoring. The program pairs first-year students with upper-class students who serve as peer mentors or guides by helping new students transition to TU. The program helps freshmen or transfer students attain their academic goals through participation in a wide array of co-curricular offerings. A series of weekly activities and events are offered that address academic success strategies, career development planning, interpersonal issues, and exposure to various student organizations and cultural groups.

SAGE Program - 4 Year Summary Data

YEAR	2006 - 2007	2007 - 2008	2008 - 2009	2009-2010*
Participants	148	121	148	164
Male	34 (23%)	28 (45%)	37 (25%)	32(20%)
Female	114 (77%)	93 (77%)	111 (75%)	132(80%)
Other	0	0	0	0
African American	114 (76%)	75 (62%)	94 (64%)	109 (66%)
Asian-American	18 (12%)	16 (13%)	6 (4%)	23 (14%)
Biracial	0	0	0	0
Caucasian	1 (1%)	17 (14%)	30 (20%)	16 (10%)
Latino	7 (5%)	8 (7%)	5 (3%)	16 (10%)
Native American	0	1 (1%)	1 (1%)	0
Not Listed	8 5%)	4 (3%)	12 (8%)	0
.00 - 1.99	14 (9%)	13 (11%)	17 (11%)	15 (9%)
2.00 - 2.49	23 (16%)	18 (15%)	19 (13%)	8 (5%)
2.50- 2.99	44 (30%)	39 (32%)	38 (26%)	50 (31%)
3.00 - 3.49	34 (23%)	27 (22%)	55 (37%)	61 (37%)
3.50 - 4.00	19 (13%)	23 (19%)	17 (12%)	25 (15%)
Withdrawals	14 (9%)	1 (1%)	2 (1%)	4 (2%)

*One student did not receive grades for spring 2010.

The following is a snapshot of programs/events sponsored by the SAGE Program during 2009/10 academic year. The number of students attending each event is listed in parentheses:
Academic Success and Student Leadership (50), Relationships: Making Them Last (58), Update: Democratic Republic of the Congo (48), African-American Heritage Celebration (30), Muslim Heritage Celebration (34), Reaching Your High: Drugs, Alcohol, and Life (46), Celebrating Women (42), Jewish Heritage (34), The Game of Life (32), Asian Pacific Islander Heritage (37), Self-Defense: What to do? (41), Closing Event (54)

Analysis of data for SAGE program
- There has been an increase in the ethnic diversity of SAGE program participants due in part to an increase in the ethnic diversity of SAGE mentors. At the beginning of the academic year 09/10, the program hired, selected and trained 25 peer mentors from African-American, Asian, Bi-racial, Caucasian, and Latino backgrounds. SAGE program staff achieved this goal by maintaining contact and personal relationships with students from various campus multicultural groups, promotion of SAGE to S3 students, as well as marketing and support from multicultural student groups.
- Male participants made up 20% of the SAGE program cohort this year. This low percentage may be attributed to the fact that male students appear reluctant to participate in voluntary mentoring programs traditionally. Additional outreach to male students by SAGE program male mentors will continue to occur during summer months preceding the fall semester. Female participation (80%) is consistently strong each year, as in keeping with national trends for mentoring programs.
- The majority of SAGE program participants (144 or 88%) earned a 2.0 or greater cumulative grade point averages for the 2009/2010 academic year.
- There has been an increase in the participation levels of Asian (from 4% to 14%) and Latino (from 3% to 10%) students. Though some Caucasian students participate early in the academic year, many discontinue their involvement once they realize participation is voluntary. No Native American or Bi-racial freshmen participated this year. SAGE program staff will continue to encourage student participation through emails and telephone contact with entering students during the summer prior to the start of the new academic year.

Progress on Meeting Goals:

Towson University remains committed to achieving excellence by advancing diversity. During the spring and fall 2010 academic semesters, the following actions were taken in order to strengthen and advance the success of TU's diversity goals:

Committee Structure Supporting Diversity: In 2010, The Diversity Action Committee (DAC), formerly the Diversity Advancement Committee, received an enhanced and broader charge in order to enable the committee to support the work of the Diversity Coordinating Council in a more effective manner. The DAC has established the work groups identified below:

Campus Climate Work Group: Supports the establishment and maintenance of a campus environment that is welcoming and inclusive.

Education and Scholarship Work Group: Fosters increased diversity and inclusiveness across the curriculum, in individual courses, and in extra- and co-curricular settings. Oversees annual Multicultural Conference for faculty development.

Reflective Process Work Group: Supports the continued advancement of TU's *Reflective Process for Diversity* and the sustainability of the university's cultural transformation to an institutionalized model for diversity.

Representation Work Group: Supports the university's ability to seek and maintain fully representative populations within the student body, and faculty and staff bodies.

Student Work Group: Supports Towson University's ability to fully value and appreciate the diverse perspectives of all students, and support student development to foster student success.

Diversity Action Plan: Phase I of TU's Diversity Action Plan has been completed. As stated above, the development of the university's Diversity Action Plan: Phase II has begun.

Reflective Process for Diversity (RP): In April 2010, the newly established Reflective Process subcommittee of the Diversity Action Committee began its work related to supporting the advancement of TU's *Reflective Process.* The group's charge includes advancement of the RP in academic colleges by encouraging academic departments to identify diversity goals, working to identify a model to be utilized for the purpose of bringing the RP to new faculty and academic staff members, working to identify and support the implementation of methods to increase diversity-related scholarship, working to identify and support the implementation of a plan to bring the RP to students, and recommending the format for the annual reporting of RP accomplishments. In addition, this work group has established the President's Diversity Awards Program. Awards will be distributed to individuals: (1) staff member, (1) student, (2) faculty members (research/general) and departments: (1) academic and (1) administrative. Awards will be distributed at TU's Multicultural Conference on March 3, 2011.

How TU Addresses Cultural Diversity Among Students, Faculty, and Staff:

Cultural Diversity Programming for Faculty and Staff: Towson University continues to approach cultural diversity education using a three tiered approach. Cultural diversity education includes: 1) training programs for faculty and staff; 2) academic course offerings (both general education and program offerings) for undergraduate and graduate students; and 3) Co-curricular programming.

Cultural Diversity Programs: Faculty & Staff Educational Programming: The university continues to provide various training offerings for faculty and staff.

*Affirmative Action/Equal Employment Opportunity***:** The university's Affirmative Action Officer meets with hiring managers and search committees, upon request, to provide guidance related to equal employment opportunity.

*Bridging the Culture Gap***:** This program provides participants with a broad overview of culture, how it exists at a conscious and subconscious level, what is meant by "culture gap", how to understand different views on culture, how cultural differences affect communication and behavior, cultural intelligence, and methods for enhancing cultural intelligence.

Diversity - Can It Work for Me? This program highlights the key role that diversity plays in supporting academic excellence at Towson University. In particular, the achievement of *TU 2016* (the university's strategic plan) diversity initiatives and goals is highlighted. The need to establish and maintain a welcoming campus climate that is grounded in respect and inclusion is emphasized as well as the crucial role that members of the campus community play in the success of this goal.

*Diversity Overcoming Roadblocks in Gender Communication***:** This session provides an overview of the different ways that men and women communicate. Participants learn about cultural differences, how to apply communication styles to help avoid gender-related conflicts that may impede their success, how to keep conflicts from escalating, and how to confront others in a way that minimizes defensiveness and hostility

*Faculty and Staff Orientations***:** Orientation programs for new faculty and staff members hosted by the university contain diversity components.

President's Leadership Institute: Programming for faculty and staff members identified as university leaders contain diversity components.

*Sexual Harassment Prevention Training***:** Mandatory participation is required of all faculty and staff members.

Safe Space: This educational program provides participants with a broad overview of the numerous resources that are available on campus for the purpose of supporting members of Towson University's LGBT community. Participants receive a sticker that can be placed upon their office door to identify their area as a safe space that is available to provide assistance to members of the university's LGBT community.

Workplace Diversity **(TEC course):** This online program assists employees to understand how to identify strategies to be utilized in order to be successful in a diverse workplace, as well as how to discover the impact that diversity has upon the university.

Cultural Diversity Programs: Curricular Programs: Towson University provides an academic approach to cultural diversity training both by including diversity within the General Education Requirements and by offering specific academic programs and majors related to cultural diversity.

General Education Requirements. Two general education requirements specifically address cultural diversity. Courses included in category *Gen Ed II.C.3. Western Heritage: Cultural Plurality and Diversity* (See Appendix 2) explore race, class, gender, religious or ethnic traditions, or minority issues and investigate how Western prejudgments, systems of traditions contribute to issues of diversity. Courses in category *Gen Ed II.D. Global Awareness: Non-Western Cultures, Traditions, Issues* (See Appendix 3) focus specifically or comparatively (among non-Western civilizations or between non-Western/Western civilizations) on helping students understand multiple modes of human expression and experience. These general education requirements ensure that all students, regardless of major or academic focus receive an educational background that fosters cultural diversity.
Note: TU's General Education requirements were recently revised and will begin in fall 2011. Two additional courses have been added: *Diversity and Difference* and *Ethical Issues and Perspectives* for the purpose of strengthening diversity.

Academic Programs and Majors related to Cultural Diversity. By offering academic programs related to cultural diversity, Towson University ensures that students have the opportunity to develop specific cultural competencies should they so choose. The following programs/majors are offered: African & African American Studies: B.A./B.S. Major/Minor, Applied Gerontology: M.A./Post-Baccalaureate Certificate, Asian Studies: B.A. Major/Minor, Comparative Ethnic Studies: Minor, Cultural Studies: B.A./B.S., Major/Minor, Deaf Studies: B.A./B.S., Major/Minor, Jewish Studies: Minor, Latin American Studies: B.A./B.S., Major/Minor, Lesbian, Gay, Bisexual and Transgender Studies: Minor, Religious Studies: B.A./B.S., Major/Minor, Women's Studies: B.A./B.S., Major/Minor, M.A./Post-Baccalaureate Certificate.

Cultural Diversity Programs: Co-Curricular Programs: CSD supports the access and academic success of historically under-represented groups through programs and services that enhance the student experience. CSD supports student success by providing 1) support for multicultural student organizations; 2) financial assistance to under-represented undergraduate and graduate students; 3) diversity awareness seminars, workshops, and presentations (see Appendix 4); 4) a competency course in cultural diversity; 5) a weekend Diversity Retreat; 6) nationally celebrated heritage programs; 7) diversity educational and resource materials; 8) advocacy, consultation, and referrals; 9) leadership and mentorship programs; and 10) assistance to the institution in creating policies that represent the interests of underserved students.

Status Report on Campus-Based Hate Crimes and Bias Incidents:

Towson University believes that the essential nature of the university requires an atmosphere of tolerance and understanding of diverse groups, ideas, and opinions. Acts of destruction or violence which are racially, ethnically, religiously, and/or otherwise motivated against the person or property of others and which infringe on the rights and freedom of others will not be tolerated at Towson University. In support of this commitment, the university has identified a hate/bias response team, adopted a standard set of procedures for responding to hate/bias incidents or crimes, and provides an online reporting form for the purpose of reporting hate crimes and bias incidents. Additional information is available at: http://www.towson.edu/odeo/hate_bias/.

An increase in the number of reported bias incidents from 19 in calendar year 2009 to 23 in calendar year 2010 has been noted by the university. Initiatives are planned to foster a reduction in campus bias incidents.

Resources Used to Recruit and Retain a Culturally Diversity Student Body, Faculty & Staff:

Towson University's Diversity Structure: Towson University continues to support two key administrators whose primary responsibilities focus on diversity. Incumbents leading these two organizational structures work collaboratively with President Caret, vice presidents, deans, and faculty and staff to continuously enhance and support programs and initiatives to recruit and retain culturally diverse students, faculty and staff.

Assistant to the President for Diversity, in the Executive Division, reports directly to the president and supports the president and vice presidents to develop, maintain, and implement institution-wide strategic planning for diversity.

Assistant Vice President of Student Affairs for Diversity oversees the Center for Student Diversity, and supports the access and academic success of historically under-represented groups through programs and services that enhance the student experience.

Resources Needed to Recruit and Retain a Culturally Diversity Student Body, Faculty & Staff:

Towson University's Reflective Process for Diversity: Our existing cultural diversity programming is comprehensive in nature and was intentionally linked to the university's Strategic Plan. In particular our recent efforts in implementing the *Reflective Process for Diversity* have led to the development of department level goals across the university structure. In order to sustain this institutionalized model for diversity, the following additional resources tied specifically to the *Reflective Process for Diversity* are needed:

Supporting Department-Level Goals for Diversity: The Reflective Process has been successful in shifting the accountability for diversity across divisions and departments by facilitating the development of department based goals for diversity. Additional funds are necessary to implement processes to achieve these goals.

Increased Budgetary Support for Existing Diversity Offices: Because the implementation team for the *Reflective Process* includes the two main diversity offices (Office for Diversity & Equal Opportunity, Center for Student Diversity, as well as the Diversity Action Committee, additional resources are needed to offset the cost for materials and human resources necessary to support the *Reflective Process.*

Staff Support for Diversity Offices: In addition to increasing the budgetary support for the two key diversity offices on campus, it is necessary to support these offices with additional staff positions in order to effectively recruit and retain a culturally diverse student body and to ensure a level of cultural competency among faculty and staff, who in turn will be better equipped to meet the needs of students.

Coordinator of Diversity Outreach (Center for Student Diversity) The intent of this position is to provide diversity outreach and support for majority student communities to include fraternity and sorority groups (Greek organizations), and other underserved communities on campus to include Native Americans, Irish Americans, and other growing communities. The aforementioned students tend to support diversity initiatives that show representation of themselves. This position will allow us to provide top-notched educational programs and activities that will increase student engagement and involvement, while they are being prepared for the global market place upon graduation. The thrust of this initiative is to attract and encourage majority students to celebrate themselves while they grow to appreciate and understand the similarities and differences of others.

Assistant Director (Office of Diversity and Equal Opportunity) Currently, the Office of Diversity and Equal Opportunity is staffed with a full-time professional staff member and one administrative support person. Towson University is in the process of implementing a long-term institution-wide culture shift to an institutionalized model for diversity. Because this office is responsible for oversight of institution-wide affirmative action and equal opportunity compliance, as well as the institution-wide culture change process initiated by the university's *Reflective Process for Diversity* and other initiatives in support of the culture shirt, additional support in this office would help to ensure the success and sustainability of this long-term initiative for institutional transformation.

Appendix 1

Diversity Wheel

The Diversity Wheel showing Internal Dimensions (Personality, Age, Gender, Sexual Orientation, Physical Ability, Ethnicity, Race), External Dimensions (Geographic Location, Income, Work Style, Educational Background, Religion, Personal & Recreational Habits, Work Experience, Appearance, Marital/Family Status), and Organizational Dimensions (Functional Level/Classification, Work Content/Field, Division/Department Unit/Group, Seniority, Work Location, Union Affiliation, Management Status).

Sources:

Gardenswartz, L. & Rowe, A. (1994). *Diverse Teams at Work*. Burr Ridge, Ill.: Irwin
    Professional Publishing

Loden, M. & Rosener, J. (1991) *Workforce America!* X. Irwin, CA: Business One

Appendix 2

Gen Ed II.C.3. Western Heritage: Cultural Plurality and Diversity

These courses explore race, class, gender, religious or ethnic traditions, or minority issues and investigate how Western prejudgments, systems or traditions contribute to issues in diversity.

AFST 201	Main Themes in African American Studies
EDUC 203	Teaching and Learning in a Diverse Society
EMF 205	Women and Gender in Film
ENGL 233	Survey of African-American Literature
ENGL 234	Major Writers in African-American Literature
ENGL 235	Ethnic-American Literature
ENGL 239	19th and 20th Century Jewish Literature
ENGL 249	Honors 19th & 20th Century Jewish Literature
ENGL 253	The Bible and Literature
FREN 201	French Intermediate I
FREN 202	French Intermediate II
FREN 301	French Composition and Conversation I
FREN 302	French Composition and Conversation II
GERM 201	German Intermediate I
GERM 202	German Intermediate II
GERM 301	German Composition and Conversation I
GERM 302	German Composition and Conversation II
HLTH 220	Sexuality in Diverse Societies
HONR 240	Honors Seminar in Cultural Plurality and Diversity
ITAL 201	Italian Intermediate I
ITAL 202	Italian Intermediate II
ITAL 301	Italian Composition and Conversation I
ITAL 302	Italian Composition and Conversation II
LGST 101	Introduction to Lesbian and Gay Studies
MUSC 205	Women in Western Music
NURS 416	Multicultural Health Care
PHIL 204	Race, Class and Gender
PHIL 251	African-American Philosophy
RLST 206	Judaism, Christianity and Islam
RUSS 201	Russian Intermediate I
RUSS 202	Russian Intermediate II
SOCI 241	Blacks in America: Myths and Reality
SOCI 243	Sociology of Race, Class and Gender
SPAN 201	Spanish Intermediate I
SPAN 202	Spanish Intermediate II
SPAN 203	*Honors Spanish Intermediate I*
SPAN 301	Composition and Conversation I
SPAN 302	Composition and Conversation II
THEA 303	Cultural Diversity in Contemporary Theatre
THEA 304	Honors Culture and Diversity in Contemporary Theatre
THEA 316	Theatre of Crossing Cultures
THEA 380	Topics in Diversity
WMST 231	Women in Perspective
WMST 232	Honors Seminar: Women in Perspective

Appendix 3

Gen Ed II.D. Global Awareness: Non-Western Cultures, Traditions, Issues
These courses focus specifically or comparatively (among non-Western civilizations or between non- Western/Western civilizations) on helping students understand multiple modes of human expression and experience

ANTH 207	Cultural Anthropology
ANTH 208	Human Evolution and Prehistory
ANTH 210	Honors Cultural Anthropology
ARAB 101	Arabic Elements I
ARAB 102	Arabic Elements II
ARTH 105	Art in the Culture
ARTH 107	Art: Themes, Dreams, and Visions
ARTH 108	Introduction to Non-Western Art
ARTH 208	Honors: Seminar In Non-Western Art History
CHNS 101	Elementary Modern Chinese I
CHNS 102	Elementary Modern Chinese II
CHNS 201	Chinese Intermediate I
CHNS 202	Chinese Intermediate II
CHNS 301	Chinese Composition and Conversation I
CHNS 302	Chinese Composition and Conversation II
COMM 378	Intercultural Communication
ENGL 244	World Folklore
ENGL 248	Literature of Global Experience
GEOG 102	World Regional Geography
GEOG 112	Honors World Regional Geography
GEOG 105	Geography of International Affairs
HEBR 101	Elements of Hebrew I
HEBR102	Elements of Hebrew II
HEBR 201	Hebrew Intermediate I
HEBR 202	Hebrew intermediate II
HEBR 301	Hebrew Composition and Conversation I
HEBR 302	Hebrew Composition and Conversation II
HIST 107	Introduction to History of Islamic Civilization
HIST 109	Introduction to the Civilization of India
HIST110	East Asian Civilization to the 17th Century
HIST 111	East Asian Civilization since the 17th Century
HIST 117	Islamic History
HIST 121	Latin America: Colonial Period
HIST 122	Latin America: National Period
HIST 135	African History and Culture
HIST 150	Europe and the Non-European World
HIST 151	The World since 1945
HLTH 201	International Health
HONR 243	Honors Seminar in Global Awareness
JPNS 101	Japanese Elements I
JPNS 102	Japanese Elements II
JPNS 201	Japanese Intermediate I
JPNS 202	Japanese Intermediate II
JPNS 301	Japanese Composition and Conversation I
JPNS 302	Japanese Composition and Conversation II
KNES 285	Sports: A Cross-Cultural Perspective
MUSC 110	Honors World Music
MUSC 112	World Music: Americas, Africa and West Europe
MUSC 113	World Music: East Europe, Asia and the Middle East
OCTH 205	Alternative and Complementary Health Care
PHIL 219	Introduction to Asian Philosophy
POSC105	Governments of the World
POSC 107	Introduction to International Relations
POSC 108	Honors International Relations
RLST 105	Introduction to the Study of Religion
RLST 205	Women in World Religions
WMST 233	International Perspectives of Women
WMST 234	Honors: International Perspectives of Women

Appendix 4

Center for Student Diversity Programming Fall 2010

August

Tuesday 25 4pm	CSD: *Set it Off!*	
Wednesday 26 6:30pm	Homo Away From Home Game Night	
Thursday 27 7pm	L Word Marathon	
Friday 28 6pm	Gays in the Glen	
Saturday 29 1pm	What Up, Beaches!	
Tuesday 31 4pm	SAGE Program Connections	

September

Thursday 2 4:30pm	Project Unity
Saturday 4 8:30am	Maryland Latin@ Summit: Turning Obstacles into Opportunities
Tuesday 7 4pm	SAGE: Meet TU College Deans
Tuesday 7 7pm	Queer After Hours
Wednesday 8 7pm	Bless the Mic featuring Fly Gypsy
Tuesday 14 4pm	SAGE: Latino/a Hispanic Heritage Celebration
Wednesday 15 6pm	Si, Se Puede!!! Building on a Legacy: Christine Chavez

Tuesday 21 4pm	SAGE: Professional Career Development
Saturday 25 10am	Latinos in the Water: Kayaking Trip
Friday 24 - Sunday 26	Towson is Family! Queer Camping Trip
Tuesday 28	SAGE: Effective Stress Management

October

Tuesday 5 4pm	SAGE: Personal Intimacy and Safety
Thursday 7 6pm	Latina@ Monologues: Telling Our Truths
Friday 8 12pm	Fall LGBT Safe Space Training
Monday 11 7pm	LGBT History Month: Don't Ask Don't Tell Panel
Tuesday 12 4pm	SAGE: How Will You Vote?
Thursday 14 6pm	Students Making a Difference: Guest Speaker Shin Fujiyama
Thursday 14 7pm	Harriet Washington: Medical Apartheid
Monday 18 7pm	Diversity Speaker Series: Cleve Jones
Tuesday 19 4pm	SAGE: The LGBT Community
Tuesday 26 4pm	SAGE: What Classes are You Taking Spring 2011

Tuesday 26 6pm	LGBT History month: Coming Out Monologues

November

Tuesday 2 4pm	SAGE: Handling Personal Financial Matters
Saturday 6 10am	Trip to Washington, D.C.: Contemporary Argentine Masterworks Exhibit
Tuesday 9 4pm	SAGA: Native Indian Heritage
Friday 12 – Sunday 14	Retreat for Social justice
Monday 15 7pm	Transgender Awareness Week Kick Off
Tuesday 16 4pm	SAGE: Preparing for Final Exams
Friday 19 Noon	Transgender Day of Remembrance Vigil
Tuesday 30 4pm	SAGE: Closing Celebration

December

Wednesday 1 All day	World Aids Day
Friday 3 8pm	Noche Latina: Pura Vida, Pura Sabor!!!
Tuesday 7 6pm	Queer Finals Week Stressbusters Night
Wednesday 8 Noon	End of Semester Celebration

Appendix 5

Hate Crimes/Bias Incidents
Fall and Spring 2010

STUDENTS
Spring 2010:

None reported

Fall 2010:

Hate/Bias	Corresponding Crime	Victim	
		Race	Gender
Religious Beliefs	Graffiti	3 W	F
Sexual Orientation	Graffiti	4 W 2 W	F M
Sexual Orientation	Graffiti	W	F
Sexual Orientation	Graffiti	W	M
Sexual Orientation	Graffiti	B	F
Sexual Orientation	Graffiti	W	M
Sexual Orientation	Graffiti	W	F
Sexual Orientation	Graffiti	2 W	F
Sexual Orientation	Graffiti	W	M
Sexual Orientation	Graffiti	1 B 5 W 2 W	F F M
Sexual Orientation	Graffiti	3 W 1 B	M
Sexual Orientation	Graffiti	2 W	M
Sexual Orientation	Graffiti	W	M
Sexual Orientation	Graffiti	W	M
Sexual Orientation	Graffiti	W	M
National Origin	Graffiti	A	F
Sexual Orientation	Verbal	W	M
Sexual Orientation	Graffiti	W	M
Sexual Orientation	Graffiti	3 W	M
Sexual Orientation	Graffiti	1 B 3 W	M
Race	Graffiti	2 W	M
Sexual Orientation	Graffiti	B	F
Sexual Orientation	Verbal	2 W	M

Total Spring & Fall 2010 Student Incidents: 23

FACULTY/STAFF
Spring 2010:

None reported

Fall 2010:
None reported
Total Spring & Fall 2010 Faculty/Staff Incidents: 0

Total Spring & Fall 2010 (Students, Faculty & Staff) Incidents: 23

Appendix 6

	Race/Ethnicity for Students							
Ethnicity	**2009-2010**				**2010-2011**			
	Number	**Percentage**	**Male**	**Female**	**Number**	**Percentage**	**Male**	**Female**
African American/Black	2,630	12.4	805	1,825	2,771	12.7	900	1,871
American Indian	100	0.5	35	65	121	0.5	47	74
Asian	791	3.7	335	456	890	4.1	378	512
Hispanic/Latino	561	2.6	209	352	683	3.1	229	454
Native Hawaiian / Pacific Isl	N/A	N/A	N/A	N/A	15	0.1	6	9
White	14,223	67.2	5,330	8,893	14,807	67.8	5,590	9,217
Multi-Race	N/A	N/A	N/A	N/A	40	0.2	14	26
Other/Unknown	2,076	9.8	793	1,283	1,709	7.8	677	1,032
Foreign	796	3.8	416	380	804	3.7	430	374
Total:	21,177	100.0	7,923	13,254	21,840	100.0	8,271	13,569

	Race/Ethnicity for Faculty							
Ethnicity	**2009-2010**				**2010-2011**			
	Number	**Percentage**	**Male**	**Female**	**Number**	**Percentage**	**Male**	**Female**
African American/Black	96	6.2	31	65	99	6.2	31	68
American Indian	5	0.3	2	3	7	0.4	2	5
Asian	83	5.4	52	31	85	5.4	50	35
Hispanic/Latino	26	1.7	8	18	29	1.8	8	21
Native Hawaiian / Pacific Isl	N/A	N/A	N/A	N/A	3	0.2	2	1
White	1,270	82.2	597	673	1,322	83.3	621	701
Multi-Race	N/A	N/A	N/A	N/A	1	0.1	0	1
Other/Unknown	42	2.7	20	22	24	1.5	10	14
Foreign	23	1.5	11	12	18	1.1	8	10
Total:	1,545	100.0	721	824	1,588	100.0	732	856

	Race/Ethnicity for Staff							
Ethnicity	**2009-2010**				**2010-2011**			
	Number	**Percentage**	**Male**	**Female**	**Number**	**Percentage**	**Male**	**Female**
African American/Black	250	17.0	110	140	245	16.7	109	136
American Indian	3	0.2	3	0	5	0.3	4	1
Asian	31	2.1	10	21	29	2.0	8	21
Hispanic/Latino	18	1.2	12	6	19	1.3	13	6
Native Hawaiian / Pacific Isl	N/A	N/A	N/A	N/A	1	0.1	1	0
White	1,153	78.4	496	657	1,154	78.7	494	660
Multi-Race	N/A	N/A	N/A	N/A	0	0.0	0	0
Other/Unknown	12	0.8	5	7	11	0.7	3	8
Foreign	4	0.3	1	3	3	0.2	0	3
Total:	1,471	100.0	637	834	1,467	100.0	632	835

Prepared By: TU Institutional Research- N.S. 12/16/10
Source: EIS, EDS

UNIVERSITY OF BALTIMORE

University of Baltimore
Office of the Provost

Diversity Plan Progress Report
2011

February 25, 2011

Submitted by:

Joseph Wood, Provost

Implementation
Status of implementation efforts and demographic data on student, faculty, and staff participation by activity delineated in institutional plans

The University of Baltimore's 2009 Cultural Diversity Plan has served as a starting point from which our new Cultural Diversity Workgroup was created to better initiate and assess diversity initiatives across all constituencies at the University of Baltimore. The new workgroup is a university-wide committee formed in the winter of 2011 and comprised of leadership from Academic Affairs, Student Affairs, and Human Resources. The 2009 Cultural Diversity Plan provides a springboard for discussions that are moving the campus closer to a deliberate and seamless integration of intercultural awareness and competence across our administrative, academic and student affairs units. The 2009 plan will be revised later this spring to offer more up-to-date initiatives and changes in campus practices for implementation over the coming three years. We are hopeful that in our review and plan revision we will better support the creation and piloting of important initiatives for campus wide dialogue and implementation that will affect a measurable shift in campus culture.

The revised plan will include a new general education initiative likely to feature global and diversity awareness; new faculty and staff hiring and retention efforts, including search committee training and more pro-active outreach; and other curricular and co-curricular initiatives, all of which will be implemented to provide measurable outcomes. Much of this work also dovetails with our signature program, the 21st Century Initiative.

Ultimately, our goal is to institutionalize UB's commitment to attracting, retaining and promoting a culturally diverse campus community in which students, faculty and staff are encouraged to build intercultural awareness and competence in ways that are both measurable and sustainable.

Goals
Progress on meeting goals as stated in the plan

In 2009 the University of Baltimore articulated three diversity goals:

- Increasing diversity in faculty and professional staff hiring;
- Supporting the awareness and inclusion of diversity in academic and co-curricular programming;
- Enhancing efforts to close the achievement gap among current and future student populations.

With the creation in AY '11 of a permanent, standing Cultural Diversity Workgroup comprised of Academic Affairs, Student Affairs, and Human Resources leaders, we are now in a much better position to attend to UB's diversity goals while beginning to re-exam and redefine them for the coming years.

Given our location in Central Baltimore and the nature of our student body (largely a commuter population drawn from throughout Central Maryland), the University of Baltimore attracts a remarkably diverse student population. We lag only in *intentionally* capitalizing on that wonderful diversity to build a campus climate that is deliberately and measurably inclusive and welcoming.

Our progress toward achieving each goal is detailed below:

1. Increasing diversity in faculty and professional staff hiring

   UB has made some significant gains in terms of **growing our ranks of faculty who are women and people of color**. In 2007, women comprised 40% of UB's faculty and people of color were 17%. Between 2007 and 2010, the presence of both groups increased by a significant 11%. Women are now 45% and people of color19% of the faculty.

   This growth has been deliberate. In addition to new strategies like regularly advertising faculty and senior administrative opening in diversity publications, we are also working on more active interventions including a joint initiative of the Offices of the Provost and Human Resources to provide cultural diversity training to all search and screening committees, with particular attention focused on avoiding subtle and unintentional discrimination.[1] In addition, by using search consultants to whom we provide an explicit charge of cultural diversity inclusion, we have succeeded in completing several key searches recently that yielded both diverse pools and successful hires. Through professional development work in the Office of the Provost, we are also working to strengthen our current faculty's professional networks so that, in the future, they will be well positioned to better recruit diverse pools for searches in their own disciplinary areas and colleges. As we embark on the search for a dean of the newly created College of Public Affairs, these strategies are paying off as demonstrated by a culturally diverse pool of candidates, generated both by our search consultants and our own faculty, in which more than half of the 399 prospects are women and people of color.

   With support from an ACE/Alfred P. Sloan Award for Faculty Career Flexibility, UB has successfully adopted a formal **tenure stop policy for faculty** and new "on boarding" practices for faculty, including an expanded orientation and individual meetings for each new faculty member with key leaders from the Office of the Provost. We would like to see some of these practices extended to all new UB hires so that a spirit of inclusion and welcome is immediately apparent. We are now in the process of designing **training for all department/division chairs** on topics related to **career flexibility and cultural diversity** to be delivered to two dozen academic leaders during the summer. In addition, work is currently under way on a new tenure policy for **Part Time Tenure-Track Faculty**.

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[1] We are fortunate to have experts in this area within our campus community. For example, Regina Bento, a professor in UB's Merrick School of Business contributed the chapter, "When Good Intentions Are Not Enough" Unintentional Subtle Discrimination Against Latins in the Workplace," in Nijole V. Benokraitsi (ed. and professor emrita), *Subtle Sexism: Current Practice and Prospects for Change*, Sage: Thousand Oaks, CA, 1997.

In the fall of 2010 UB's Division of Student Affairs restarted a program of staff development, including work-life issues and "good and welfare," both critical to recruitment and retention.

After a leadership transition in Human Resources is completed, we look forward to increased programming for a variety of faculty and staff affinity groups.

2. Supporting the awareness and inclusion of diversity in academic and co-curricular programming

A. General Education

The year 2010 was an important one for the planning of diversity initiatives for UB's curriculum and co-curriculum. In AY '10, UB's Faculty Senate organized a review of General Education. Committees were organized along themes like "first year experience," "expository writing," and "learning communities" where cultural diversity may have been implicitly assumed but was not explicitly stated. In February 2010, the Office of the Provost deliberately recruited a diverse (in terms of age, tenure, gender, race, and sexual orientation) faculty team to participate in the AAC&U conference. They attended an excellent presentation on the topic of cultural diversity. That experience was a pivotal professional development opportunity which allowed several team members to return to campus poised to do a better job especially for first year students. But until the creation of the Cultural Diversity Workgroup, our campus lacked the mechanism for implementing this enthusiasm or these insights.

Meantime, the General Education work continued with a Summer Task Force for which diversity was an important sub-theme. That group examined UB's undergraduate learning goals to make sure that significant attention was accorded to cultural diversity. They were satisfied with the current version which reads:

> ***Engaging with others to take responsibility for our local and global communities***
> **Definition**: the ability of students to make judgments with respect to individual conduct and citizenship in local and global communities
> **Outcomes**: this skill is demonstrated by the ability to:
> *   make informed and principled choices regarding conflicting situations in their personal and public lives and to foresee the consequences of these choices
> *   recognize the importance of civic engagement in their personal lives and to society
> *   compare and contrast the range of diversity and universality in human history, societies and ways of life
> *   understand the interconnectedness of global, local and personal concerns

Discussion about revising UB's current learning goals included a universal recognition that global awareness and intercultural competence are critical for our students. After carefully examining the AAC&U's LEAP standards (http://www.aacu.org/leap/), UB's Summer Gen.

Ed. Taskforce elected instead to suggest a modified version of the existing UB learning goals: *To engage with others to take responsibility for our local and global communities*, the purpose of which is "to make judgments with respect to individual conduct and citizenship in local and global communities."

Further conversation led the Taskforce to link the Gen. Ed. re-design with AAC&U's "General Education for a Global Century" project. Although UB was not one of the 20 institutions selected as a participant by AAC&U, campus interest in global and cultural diversity remains strong, building upon the work that has been done by UB's Merrick School of Business to feature "global" in their curriculum.

In partnership with the Cultural Diversity Workgroup, the leadership of the Gen. Ed. Taskforce is exploring the possibility of a diversity requirement for graduation which could include:

• Cultural immersion through study abroad or alternative spring breaks
• Diversity study circles
• Diversity-themed learning communities
• A set of diversity-themed courses from across the schools and curriculum

B. 21st Century Initiative

Recognizing the fundamental changes, challenges and opportunities that all colleges and universities face, the University of Baltimore has launched a signature initiative to position the institution to assume a leading role in defining the successful 21st-century public urban university. UB hopes to use this initiative to grapple with challenges as diverse as uncertain public funding, diverse learning styles and learner populations, shifting workforce needs and increased competition. As an institution committed to providing quality undergraduate, graduate and professional education to a diverse student population, UB is uniquely positioned for this work.

To lead this repositioning, UB searched for a new Associate Vice President for Academic Affairs (AVPAA) during the fall of 2010. After soul searching and a scan of campus resources, the AVPAA became "Senior Assistant to the Provost" and Regina Bento, a professor of management at UB, was selected. She is charged with generating creative, new approaches to programmatic offerings, delivery systems and structures that will launch the University of Baltimore to the forefront of higher education innovation, reform and 21st-century best practices. Reporting to the Provost and working in collaboration with the Vice President for Planning, this new position has full access and support from the Office of the President and senior leadership and will be able to draw on existing cutting-edge developments in teaching and learning, to will lead UB faculty and staff in creating truly innovative programs and approaches that will come to define and differentiate the University of Baltimore and meet the needs of future generations students.

The 21st Century Initiative will have an enormous impact in successfully leading change within an academic environment, with the ability to engage and motivate faculty around a

common vision where cultural diversity is absolutely key. With an explicit focus on intercultural awareness and competence, the expected outcomes of the 21st century include the implementation of an institutional vision – concurrent with the development and launch of new programs and initiatives – that leads to the University of Baltimore's distinction for innovation among students, faculty and the higher education community.

C. Co-Curricular Enhancements

During 2010, perhaps in part as a result of the growth of our traditional age student population (a form of cultural diversity on a campus that has long had a majority older student population enrolled at night and on weekends), the demand for accommodations by transgender students and faculty moved the university to provide unisex toilet facilities across campus. In addition, both curricular and co-curricular programming on topics of human sexuality expanded. This semester, for only the second time in UB's history, *History of Sexuality in the U.S.* is taught. In addition, student groups like Pride Alliance are gaining strength and events like a symposium on Queer History at UB are being planned.

Dynamic new leadership in the Division of Student Affairs has led to an increasingly robust roster of co-curricular programming, many with a cultural diversity focus (see Appendix 3). There is currently a discussion about changing the name of the "office of International and Multicultural Services" to the "Center for Culture and Diversity" to better communicate the nature and importance of key portions of this work.

3. <u>Enhancing efforts to close the achievement gap among current and future student populations</u>

From the early 1970s until 2007, UB educated many working adults who come to the institution as upper-division undergraduate transfer students attending part time, or as graduate students. In 2007, UB introduced a First and Second Year Program (FSP) to serve freshmen for the first time in more than thirty years. Since then, UB's lower-level undergraduate population has changed the profile of the undergraduate student body. The composition now includes native freshmen as well as freshmen and sophomore transfer students. Still, UB's traditional upper-division transfer students continue to make up the bulk of the undergraduate student population. At UB, undergraduates comprise 49.6% of the student body. Of all undergraduates, 42.8% are African American.

The University developed its original plan for addressing the achievement gap based on 2005 data that assessed the relative success of upper-level undergraduate transfer students exclusively. That data indicated that working adult students 25 and older had especially low retention and graduation rates. UB initially developed a plan to address the needs of all working adult students.

Meanwhile, as part of the introduction of the FSP program in 2007, UB developed an intensive program of advising and developmental courses to address the unique needs of freshmen, the majority of whom were African-American in the fall of 2009 and 2010. These

efforts are having a highly successful outcome for minority students. As a consequence, the University is now working to extend what has been learned from this experience to the distinct needs of other elements of the student body.

UB's current Achievement Gap work is in two areas:
- Graduation rates for African American transfer students as compared to non-minority transfer students

- Retention rates for first-time, full-time African American freshmen as compared to non-minority first-time, full time freshmen

Because transfer students continue to be the majority of UB's undergraduate student population, we are working to close the Achievement Gap between African American transfer students and non-minority transfer students. Going forward we will compare African American transfer students *with associates degrees* to African American transfer students *without associates degrees*, in both cases comparing them to their non-minority peers. We especially hope to be able to understand the effect of varying preparation levels provided by feeder community colleges on UB's Achievement Gap.

We are also concerned with the retention of African American first-time, full-time freshman as compared to non-minority first-time, full-time freshmen. We will be mindful of gender but we will not separate men and women as we had initially considered, insofar as present retention rates do not indicate a difference based on gender.

Diversity Vision
A description of the way the institution addressed cultural diversity among students, faculty, and staff

UB's Diversity Vision Statement and Strategic Plan are available on the university's website. The University defines cultural diversity as the inclusion of those groups that are or have been underrepresented in higher education. The University characterizes its commitment to diversity in the following ways:

- Making excellence accessible to traditional and nontraditional students motivated by professional advancement and civic awareness;
- Establishing a foundation for lifelong learning, personal development and social responsibility;
- Combining theory and practice to create meaningful, real-world solutions to 21st-century urban challenges; and
- Serving as an integral partner in the culture, commerce and future of Baltimore and the region.

The core values of the institution – access, commitment, quality, understanding, innovation, respectful relationships, and ethics reflect the University's long standing history of

supporting diversity though access to higher education, personal attention to students, high quality, and innovative educational opportunities.

The University of Baltimore is committed to fostering a welcoming, inclusive environment where all members respect each other as valued contributors to the enterprise. The strategic value of diversity in the workplace, among the students, faculty, and in the Baltimore community is recognized.

Creating a culture that is inclusive and welcoming is paramount. To do that the campus culture must be free from discrimination, appreciative of new ideas and capabilities, and attentive to delivering innovative, flexible approaches to learning, teaching, and support services. UB strives to eliminate barriers to the success of all students and to create new ways to diversify the employee talent pool.

The University of Baltimore embraces the following cultural diversity principles:
1. A shared and inclusive understanding of cultural diversity
2. A campus climate that welcomes, supports, and celebrates diversity
3. Recruitment and retention of a diverse student body
4. Academic and co-curricular infusion of cultural diversity
5. Recruitment and retention of a diverse workforce

Cultural Diversity Programming
Status of institutional enhancement of programs of cultural diversity, if improvement was needed

The 2009 Cultural Diversity Plan includes a commitment to assessing the effectiveness of cultural programs and services, and using these results to guide improvements. The AY 2010 assessment plan for the Diversity Education and Programs Office focused on the evaluation of the Cultural Outings Program held during the fall and spring semesters. The objective of this assessment was to determine if students were more aware of cultural, racial, individual differences, views, and similarities. Students were also assessed to determine if their attendance of these programs prompted them to interact with individuals different from themselves. Based on the information we collected, it was evident that participants could effectively articulate what was learned about different cultures and viewpoints as a result of the cultural outing. We will continue to provide new ways for students to reflect upon these kinds of experiences, including a quantitative survey and a focus group to be held after the program.

Surveys of faculty and staff which are currently underway will also provide new information to consider relevant to the needs of our diverse workplace. Within the next year, the results of these surveys will allow the University to develop further plans for the next three years.

Hate Crimes
Status report on hate crimes and bias-motivated incidents that occurred on the campus including demographic data.

The University has a hate crime policy and reporting procedure. No incidents were reported this year.

Resources
A summary of resources used and needed, including State grants, to effectively recruit and retain a culturally diverse student body, faculty, and staff

As we embark on the 21st Century Initiative, the Cultural Diversity Workgroup believes it is necessary to undertake a campus climate survey. This is a desirable next step from which we will move towards a series of accountability measures to define campus diversity initiatives.

UB has a very diverse student body, one that mirrors the demographics of the State of Maryland more closely than any other higher education institution, public or private.. To continue to attract and retain a diverse student body additional resources are needed. In particular UB needs funds to increase the retention of minority transfer students, our most at-risk population, and to increase the diversity of the faculty and administration.

The Law School is using funds from an LSAC grant to advance UB's law preparation programs for minority students. The grant, a $100,000 per year commitment over three years, is supplemented by $170,000 in total cost sharing. UB will continue to look for other opportunities like this grant to aid in minority attraction and retention, but grant funding alone, cannot remedy the long term needs for an infusion of continuing funds to advance initiatives in this area.

Enhancement of Diversity Education
Status of enhancement of cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty and staff of the institution

We are working to identify campus leaders in the area of cultural diversity. For example, Arthur Magida, a faculty member in UB's College of Arts and Science, is the author of the acclaimed *How to Be a Perfect Stranger: A Guide to Etiquette in Other People's Religious Ceremonies* but he has not been tapped for his expertise related to our cultural diversity work on campus.

Expertise in the forms of both lived experience and research knowledge must be lifted up and celebrated. Perhaps UB can become home to a "Living Library" in which those with cultural diversity knowledge can be paired with those who have cultural diversity questions.

Appendix I

Demographic Data Fall 2010

All Faculty by Ethnicity/Race and Gender Fall 2010				
	Number	Percent	Male	Female
African-American	45	11%	26	19
American Indian or Alaskan Native	0	0%		
Asian	18	4%	9	9
Hispanic/Latino	5	1%	2	3
White	321	79%	190	131
Native Hawaiian/Pacific Islander	0	0%		
Two or More races	0	0%		
Did not self identify	15	4%	10	5
Total	404		237	167

All Full-time Faculty by Ethnicity/Race and Gender Fall 2010				
	Number	Percent	Male	Female
African-American	19	11%	9	10
American Indian or Alaskan Native				
Asian	12	7%	5	7
Hispanic/Latino	4	2%	1	3
White	139	77%	79	60
Native Hawaiian/Pacific Islander				
Two or More races				
Did not self identify	6	3%	3	3
Total	180		97	83

All Staff by Ethnicity/Race and Gender Fall 2010				
	Number	Percent	Male	Female
African-American	228	37%	59	169
American Indian or Alaskan Native	0	0%		
Asian	17	3%	9	8
Hispanic/Latino	9	1%	4	5
White	340	55%	149	191
Native Hawaiian/Pacific Islander	1	0%	0	1
Two or More races	2	0%	1	1
Did not self identify	18	3%	8	10
Total	615		230	385

Enrolled Students by Ethnicity/Race and Gender Fall 2010				
	Number	Percent	Male	Female
African-American	2094	33%	672	1422
American Indian or Alaskan Native	26	0%	15	11
Asian	294	5%	149	145
Hispanic/Latino	180	3%	77	103
White	2808	44%	1422	1386
Native Hawaiian/Pacific Islander	8	0%	5	3
Two or More races	71	1%	20	51
Did not self identify	846	13%	376	470
Total	6327		2736	3591

Appendix II

Demographic Data 2009-2010

Students, Faculty and Staff by Ethnic/Race Classification*
2009-2010

Students*

	Number	Percent	Male	Female
African-American	1,788	28.5%	531	1,257
American-Indian	29	0.5%	15	14
Asian	287	4.6%	128	159
Hispanic/Latino	133	2.1%	52	81
White	2,549	40.7%	1,262	1,287
International	227	3.6%	103	124
Not reported.	1,252	20.0%	530	722
Total	6,265		2,621	3,644

*These are the old ethnic/racial codes, the new ethnic/race codes will not be in use until Fall 2010.

Full-time Faculty*

	Number	Percent	Male	Female
African-American	20	11.2%	11	9
American-Indian	0	0.0%	0	0
Asian	17	9.6%	9	8
Hispanic/Latino	4	2.2%	1	3
White	137	77.0%	80	57
International	0	0.0%	0	0
Not reported.	0	0.0%	0	0
Total	178		101	77

*These are the old ethnic/racial codes, the new ethnic/race codes will not be in use until Fall 2010.

Part-time Faculty*

	Number	Percent	Male	Female
African-American	27	13.8%	17	10
American-Indian	1	0.5%	0	1
Asian	4	2.1%	2	2
Hispanic/Latino	3	1.5%	1	2
White	159	81.5%	99	60
International	0	0.0%	0	0
Not reported.	1	0.5%	1	0
Total	195		120	75

*These are the old ethnic/racial codes, the new ethnic/race codes will not be in use until Fall 2010.

Full and Part-time Staff*

	Number	Percent	Male	Female	Missing
African-American	207	35.1%	58	148	
American-Indian	1	0.2%	1	0	1
Asian	15	2.5%	9	6	
Hispanic/Latino	9	1.5%	3	6	
White	330	55.9%	144	186	
International	0	0.0%			
Not reported.	28	4.7%	9	9	10
Total	590		224	355	11

*These are the old ethnic/racial codes ,the new ethnic/race codes will not be in use until Fall 2010.

International & Multicultural Student Services Center
Programs and Services

Feature Film Thursdays
The International and Multicultural Student Services created Feature Film Thursdays in an effort to highlight diverse groups and issues. Each Thursday our office featured films from our Diversity Resource Library. Films focused on specific diversity topics or groups, such as; Women's rights, Asian Americans, Jewish Americans, ageism, class, sexual orientation, and religion. Our Feature Film Thursdays cultivated dialogue about various diversity and multicultural topics in addition to introducing participants to our office.

Same Sex Marriages in Maryland
International and Multicultural Student Services collaborated with the Office of Human Resources and the Office of the Provost to present the program Same-sex Marriages in Maryland. This program shed light on the efforts of Maryland citizens to legalize same sex marriages. Dan Furmansky, former Equality Maryland Executive Director, facilitated the discussion and provided current information in regard to this effort.

Sexual Assault and Partner Violence in Maryland
In collaboration with the Counseling Services Office, International and Multicultural Student Services presented the Sexual Assault and Partner Violence in Maryland: Get the Facts program. Angela Primeau, Forensic Nurse from Mercy Medical Center and Chair of the Community Outreach Education committee spoke about the myths and facts regarding sexual assault and intimate partner violence. She also discussed health problems associated with sexual assault, intervention and communication techniques, community resources and the new anonymous "Jane Doe" law.

Who wants to be a UBillionaire
The International and Multicultural Student Services Center partnered with the Student Events Board to present this multicultural awareness program. The Who wants to be a UBillionaire program was a spin-off of the television show "*Who Wants to Be a Millionaire*" and the movie *Slumdog Millionaire*. Students participated in a trivia game which focused on Indian culture, enjoyed Indian cuisine and were entertained by one of our Indian students who performed a traditional Indian dance. Our program was a celebration of Indian culture.

Asian Film Festival
International and Multicultural Student Services and Spotlight UB collaborated to present the Asian Film Festival. International students assisted with the selection of the movies. Movies that were selected were of interest to both international and US students. Three movies were shown during the weeklong festival, each with a unique story: *Howl's Moving Castle, The Host, and Lust Caution*.

Chinese New Year Celebration
The Chinese New Year Celebration was new program initiative by our office. This program was planned in collaboration with the Chinese cohort students within the Masters of Public Administration program. This program was an opportunity for these students to share the traditions of the culture, holiday, and the cuisine with students, faculty and staff.

DiversiTEA Series
The DiversiTEA Series was another new program initiative by International and Multicultural Student Services for the 2010 spring semester. The series was designed as a small group dialogue session where participants discussed various diversity and multicultural issues while enjoying a cup of tea. The first program was held during Women's History Month and featured Kimberley Lynne, Spotlight UB Coordinator, who read from her recently published book, *Dredging the Choptank: Maryland Ghost Stories*. Another program topic was about relationships with a discussion led by Renata Carneiro, Graduate Admissions Counselor, and adjunct psychology faculty member.

Human Race Machine
The Human Race Machine is a unique diversity experience that gives viewers the opportunity to envision themselves as a difference race and challenge their views on race. The International and Multicultural Student Services office in partnership with the Student Events Board and the Office of the Provost brought the Human Race Machine to the University of Baltimore. Participants were provided with handouts: "10 Things Everyone Should Know about Race" and "The Race Literacy Quiz." A kick-off celebration for the week long program was held to increase interest and to provide an introduction to the Human Race Machine. Several staff and faculty attended the celebration, including the Provost, the Dean of Students, and Student Affairs Directors. The PBS documentary series *Race: The Power of an Illusion* was shown throughout the week as a tie in with the demonstration. The series gave individuals a deeper and more meaningful look into race and diversity issues.

Gays in the Media: Common Misconceptions
David Placher, Columnist for the Baltimore Gay Life Magazine and chair of the Maryland Writer's Association conference committee, presented on the common misconceptions of the Lesbian, Gay, Bisexual, Transsexual, Queer, Intersex and Allies (LGBTQIA) community in the media. The presenter gave attendees an opportunity to discuss and dispel common fallacies portrayed of the LGBTQIA community. The discussion included topics of hate crimes, struggles faced by the LGBTQIA community, and general stereotypes. Approximately 21 students (Undergraduate and Graduate), staff and faculty attended, with more than half Undergraduate students. Attendees gave this program an approval rating of 71% and higher for all the questions. Many of the survey respondents commented the open dialogue was the most helpful portion of this program.

Soup and Substance Series
The International and Multicultural Student Services Center's Fall 2010 new program initiatives included the Soup and Substance Series. The purpose for the series was to create a monthly small group dialogue to discuss international and multicultural topics over soup. The goals for this series were to create a welcoming environment and encourage dialogue and to have participants

develop in awareness and knowledge with each program. The series included three separate programs during the Fall 2010 semester.

The opening program for the series was held on October 20, 2010 during the lunch hour. To begin the series, Karla Shepherd, Director of International and Multicultural Student Service Center, and Katie Taylor, Program Coordinator of International and Multicultural Student Services, facilitated the program and had participants write "Who I Am" poems. This activity gave participants an opportunity to introduce themselves to the group while exploring their own identities. This program consisted of 5 individuals, which included students and staff. According to evaluations, participants gave this program a 100% approval rating and revealed that they enjoyed hearing others' point of view.

The second program of the series was held on November 10, 2010. To expand on the previous program, our facilitators Dr. Myra Waters, Director of Counseling Services, and Paige Getchell, Counseling Services Extern, lead a discussion on relationships. After reading a poem on relationships, the group was encouraged to discuss their feelings, thoughts and ideas on the topic. Most participants shared individual and personal stories and experiences. Participants gave this program a 100% approval rating.

The third and final program of this series was held on December 1, 2010. As the next segment in the series, this program discussion focused on community and was facilitated by Christy Koontz, graduate assistant in the Office of Community Life and Dean of Students and the Rosenberg Center for Student Involvement. Participants discussed the various dynamics of a community: the rules, the people, the involvement, different communities, etc. Participants gave this program a 100% approval rating.

Ongoing Programs and Services

Diversity Resource Library
The Diversity Resource Library continues to be well utilized by students, faculty and staff. Resource materials offered include movies, magazines and books which focus on various aspects of diversity. Our library continues to grow; over the FY 2009-2010, we added 50 new movies and books over the last year.

Cultural Outings
To promote learning and awareness of various cultures, our office continues to plan cultural trips. Cultural outings during the FY 2010 included trips to the United States Holocaust Memorial Museum, the National Museum of the American Indian, and the Frederick Douglass Walking Tour of Fells Point.

Holidays Around the World
Holidays Around the World is an annual event held by our office, the International Student Association and the International Services Office. Each year, international students from various countries volunteer to present information about holidays and cultural traditions in their countries. Presentations often include demonstrations, traditional dances and singing. Food from the different countries represented is served.

Cultural Awareness Months
Monthly cultural awareness month celebrations are ongoing programs we continue to hold each
fiscal year. This past year several programs commemorating and celebrating various diverse
groups. Programs presented included; Life as a Latino/Latina Immigrant, Kwanzaa Celebration,
Women's History Month Celebration and Passover Seder. These programs are an opportunity for
participants to learn about other cultures and diverse group through guest speakers,
demonstrations and presentations.

World AIDS Day
World AIDS Day is an annual program co-sponsored by the International and Multicultural
Student Services office and Spotlight UB. This fiscal year we also partnered with UB's Pride
Alliance, a LGBTQIA student organization. This event included a silent art auction with art
donated from local and regional artists, a performance by the Baltimore Gay Men's Choir; and
Malcolm Grimes a young man who shared is experience as someone living with HIV. The
auction raised over $700, all proceeds were donated to Chase Brexton, a local organization
which delivers accessible and exception health care to diverse communities.

African American Arts Festival
In February 2010, we presented our annual African American Arts Festival in partnership with
Spotlight UB. The festival focused on music, theatre and the arts. The festival was held over a
two week time period. The first week of the festival included a production of Ntozake Shange's
For Colored Girls Who Have Considered Suicide When the Rainbow Is Enuf, a deeply emotional
exploration in lyrical poem and dance of what it means to be a woman of color. The production
was co-directed by Kimberley Lynne, Theater Events Coordinator, and featured actress Rain
Pryor and UB student, staff and faculty actors. The second week of the festival included
performances by Abu the Flutemaker, the choir and dance groups from the Baltimore Lab
School, New Hope Academy, KIPP Ujima Village Academy and the Empowerment Academy.
Another evening featured Slam Poetry led by poet Gayle Danley. The week ended with a
performance by Visions, an Afro-Cuban funk band.

Performance Measures

Measures
1. Number of students attending the program.
2. Number of staff, faculty and other attending the program.
3. Number of respondents who agree or strongly agree the program was both entertaining and educational.
4. Number of respondents who agree or strongly agree the program met their expectations.

PROGRAMS	Measure 1	Measure 2	Measure 3	Measure 4
Feature Film Thursdays	70	40	92%	95%
Same Sex Marriages in Maryland	30	2	75%	75%
Sexual Assault and Partner Violence In MD	15	0	93%	86%
Who Wants to be a UBillionaire	33	2	77%	88%
Asian Film Festival	36	7	93%	87%
Chinese New Year Celebration	12	4	100%	100%
DiversiTEA series	7	2	100%	100%
Human Race Machine	269	67	84%	79%
Cultural Outings	38	1	92%	92%
Holidays Around the World	58	3	74%	85%
Cultural Awareness Programs	37	13	89%	87%
World AIDS Day	67	48	89%	91%
African American Arts Festival	79	280	92%	91%

Achievement Learning Center

Tutoring and consultations: In FY10, the ALC provided almost 900 students with tutoring, writing consultations, and learning consultations, providing almost 5000 hours of support. Seventy-eight percent (678) of these students who specified ethnicity were students of color.

Peer mentoring: In FY10, through its Peer Network program and a co-sponsored Orientation Leader program, the ALC provided peer mentors to 125 transfer and graduate international students. Of the students specifying ethnicity, seventy percent (88) of these students who specified ethnicity were students of color.
*use by students with disabilities has not historically been reported but there is a way to gather that data if desired.

Disability Support Services

The University of Baltimore will foster a diverse, informed and participatory community of students, faculty, staff and alumni as a core institutional strength and value.

The DSS Office provided three workshops/programs during the academic year to support the awareness of disability as a diverse population. These were the Blind Luncheon, Disability Etiquette and Being Deaf in Today's Society. The DSS office also conducted several disability simulations during the fall 2009 semester which provided hands-on learning for participants. Each event allowed participants to learn more about each disability and to share their experiences and ask questions in a safe environment.

The data for the events is below:
1. Number of students in attendance
2. Number of staff in attendance
3. Percentage of respondents who agree or strongly agree that
the program/workshop increased their understanding of
disabilities

Measure	Blind Luncheon	DSS Simulation	Disability Etiquette	Being Deaf
1	9	9	2	4
2	6	1	14	3
3	100%	100%	100%	100%

UNIVERSITY OF MARYLAND, BALTIMORE

PROGRAM OF CULTURAL DIVERSITY
UNIVERSITY OF MARYLAND, BALTIMORE
2010 PROGRESS REPORT

The University of Maryland, Baltimore (UMB) is the State's public academic health, law, and human services university devoted to leadership and excellence in professional and graduate education, research, public service and patient care. UMB's Program of Cultural Diversity uses two complementary strategies: UMB-wide programming and programs specific to the Schools of Dentistry, Law, Medicine, Nursing, Pharmacy, and Social Work. A description of each appears in Section III below.

SECTION I. Demographic Data

Student Enrollment - 2008/2009	Number	Percent	Male	Female
African American	1,069	17%	231	838
American Indian / Alaska Native	19	0%	6	13
Asian / Pacific Islander	821	13%	266	555
Hispanic	239	4%	74	165
White	3,547	58%	985	2,562
Non-Resident Alien	254	4%	94	160
Not Reported	207	3%	70	137
Total	6,156	100%	1,726	4,430

Student Enrollment - 2009/2010	Number	Percent	Male	Female
African American	1,103	17%	235	868
American Indian / Alaska Native	18	0%	4	14
Asian / Pacific Islander	894	14%	297	597
Hispanic	239	4%	76	163
White	3,647	57%	1,033	2,614
Non-Resident Alien	230	4%	82	148
Not Reported	251	4%	90	161
Total	6,382	100%	1,817	4,565

Student Enrollment - 2010/2011	Number	Percent	Male	Female
African American/Black	943	15%	194	753
American Indian / Alaska Native	15	0%	4	12
Asian	880	14%	292	595
Hispanic/Latino	272	4%	84	188
White	3,728	59%	1,108	2,641
Other Pacific Islander	7	0%	3	4
Two or More Races	142	2%	40	102
Non-Resident Alien	208	3%	79	129
Not Reported	154	2%	56	100
Total	6,349	100%	1,860	4,524

Source: UMB Office of Institutional Research and
     Planning Fall Enrollment Report - Table 7

Faculty - 2008/2009	Number	Percent	Male	Female
African American	205	9%	83	122
American Indian / Alaska Native	9	0%	4	5
Asian / Pacific Islander	341	14%	202	139
Hispanic	64	3%	29	35
White	1,717	73%	929	788
Not Reported	22	1%	10	12
Total	2,358	100%	1,257	1,101

Faculty - 2009/2010	Number	Percent	Male	Female
African American	221	9%	85	136
American Indian / Alaska Native	8	0%	4	4
Asian / Pacific Islander	353	14%	209	144
Hispanic	71	3%	26	45
White	1,777	72%	943	834
Not Reported	34	1%	21	13
Total	2,464	100%	1,288	1,176

Faculty - 2010/2011	Number	Percent	Male	Female
African American/Black	219	9%	83	136
American Indian / Alaska Native	7	0%	3	4
Asian	385	16%	232	153
Hispanic/Latino	69	3%	31	38
White	1,797	73%	929	868
Other Pacific Islander	7	0%	5	2
Two or More Races	5	0%	1	4
Not Reported	26	1%	16	10
Total	2,515	102%	1,300	1,215

Source: UMB Office of Institutional Research and Planning
Fall Faculty & Employee Report - Faculty Table 7

Staff - 2008/2009	Number	Percent	Male	Female
African American	1,370	34%	387	983
American Indian / Alaska Native	12	0%	4	8
Asian / Pacific Islander	342	9%	115	227
Hispanic	70	2%	24	46
White	2,158	54%	712	1,446
Not Reported	54	1%	25	29
Total	4,006	100%	1,267	2,739

Staff - 2009/2010	Number	Percent	Male	Female
African American	1,353	33%	398	955
American Indian / Alaska Native	12	0%	4	8
Asian / Pacific Islander	365	9%	120	245

	Number	Percent	Male	Female
Hispanic	76	2%	27	49
White	2,255	55%	728	1,527
Not Reported	52	1%	22	30
Total	4,113	100%	1,299	2,814

Staff - 2010/2011	Number	Percent	Male	Female
African American/Black	1,392	34%	404	988
American Indian / Alaska Native	8	0%	3	5
Asian	374	9%	135	239
Hispanic/Latino	93	2%	33	60
White	2,268	55%	762	1,506
Other Pacific Islander	6	0%	-	6
Two or More Races	18	0%	4	14
Not Reported	43	1%	19	24
Total	4,202	102%	1,360	2,842

Source: UMB Office of Institutional Research and Planning
Fall Faculty & Employee Report - Employee Table 10 (excludes Faculty, Fellowships and Graduate Assistants)

SECTION II. Status report on campus based hate crimes and bias-motivated incidents

UMB records indicate that there were no campus-based hate crimes or bias-motivated incidents that occurred on campus during the applicable reporting period.

SECTION III. Status of Implementation Efforts
- **Progress on meeting goals**
- **Descriptions of how Campus and Schools addressed cultural diversity**
- **Status of institutional enhancement**
- **Summary of resources used**
- **Status of enhancement of cultural diversity programming and sensitivity through instruction and training**

UMB-Wide

The University of Maryland Baltimore welcomed its new President, Jay A Perman, MD, in July of 2010. Since his arrival, Dr. Perman has spearheaded two efforts that relate to Cultural Diversity. Early in the fall semester, the President's Office created a Diversity and Inclusion Council. The Council is comprised of eleven faculty/staff members. In his letter of invitation to the inaugural members, Dr. Perman asked the question:

> Are we doing all that we can to make our faculty, staff and student body as welcoming as possible in serving an increasingly diverse population? In raising this question I am talking about more than numbers and percentages; I am talking about inclusiveness and sensitivity within our University of Maryland family.

Furthermore, under Dr. Perman's direction, the Campus has begun an extensive strategic planning process. "Diversity and Inclusion" is a key strategic initiative in UMB's new plan. This initiative has a sixteen member subcommittee that is working to advance goals and objectives to give life to the initiative. More on these two significant efforts will be reported in next year's Progress Report.

The President's Office also communicates its commitment to advancements in diversity through the annual Dr. Martin Luther King, Jr. lecture and the presentation of the Diversity Recognition Award named in Dr. King's honor. The awards represent equality, justice, and opportunity for all people. The recipients serve as models of the ideals epitomized by the life and work of Dr. King. In 2010, UMB recognized Elijah Saunders, MD a professor at the School of Medicine and School of Law student volunteers Domonique Markland and Sarah Weese. Dr. Saunders was the first black resident in internal medicine at the University of Maryland School of Medicine and was the first black cardiologist in the state. He was influential in abolishing segregated hospitals wards at University Hospital. The law school honorees spent hundreds of hours on a one-of-a-kind clinical initiative working with young men at the Baltimore City Detention Center on life skills. Dr. Saunders, Ms. Markland and Ms. Weese received their awards at a luncheon that was open to all members of the Campus community.

Like the President's Office, the Campus' Human Resource Services also promotes cultural diversity through a variety of efforts. Its diversity training program titled "As Simple as Respect – Diversity, Respect, and Inclusion in the Workplace" is available to any school, program or department by request.[1] This easy-to-follow program features a series of workplace vignettes that illustrate disrespectful behavior and how to correct it. The guidelines covered in the training through video vignettes are:
- Turn uncomfortable situations into learning opportunities
- Religious or cultural beliefs don't justify disrespectful behavior toward coworkers
- Just because expressions or words are commonly used, doesn't mean they are acceptable
- Be careful not to display or send potentially offensive materials on your computer
- Judging people's abilities by their appearance can lead to discrimination
- Cultural or ethnic stereotypes are offensive
- Speak up against disrespect

Human Resource Services continues to participate in two community based programs that focus on diversity and inclusion. Both the Youthworks Summer Jobs Program[2] and the Project Search[3] give opportunities to youth/persons with disabilities to obtain employment on Campus and also allow the UMB community to learn from the participants about the particular challenges they face. These programs have been very well received.

The Campus Office of Student Development and Leadership assists students in planning a variety of activities that are open to all students. In 2010, activities relating to cultural diversity included:
- Chinese Students and Scholars - Moon Festival
- Indian Students Association - Diwali Festival; Sheetkaal Sandhya Party
- International Students Association – Dessert Fest
- Muslim Students and Scholars Association – Ramadan Fast Breaking
- United Students of African Descent – Pre Kwanzaa Event; Pan African Celebration

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[1] See Appendix A for a list of training sessions and demographics on participants.
[2] See Appendix B for information about participants.
[3] See Appendix C for information about participants.

School Specific

Each UMB school is bound by an academic/professional accreditation process whose policies and standards include requirements of cultural diversity specific to that profession. These standards for cultural diversity are stringent, focused, and integrated with the requirements of professional practice. UMB capitalizes upon professional and academic accreditation standards to insure that the most appropriate, current, consensus derived programs, activities and expectations in the area of cultural diversity are provided by its Schools. UMB believes that adherence to constantly evolving accreditation standards continues to be the most effective way to ensure that cultural diversity is acknowledged by and integrated in the various academic programs.

The examples provided in this Progress Report are illustrative of the comprehensive manner in which issues of cultural diversity are acknowledged and addressed by UMB's Schools. Included below are efforts relating to recruitment and other pre-admission activities; courses; lectures; student activities; grant opportunities; graduating student survey questions and accreditation responsibilities.

DENTAL

One important way that the Dental School addresses cultural diversity among students, faculty and staff relates to its effort to recruit and retain a highly qualified and diverse student body.   The School employs a definition of diversity that includes attracting students with a broad range of life experiences, interests, and talents, and students from various races, religions, and national origins.

The School's Committee on Dental Recruitment and Admissions is composed of faculty, students, and staff from diverse backgrounds. Although the School's constituents acknowledge that diversity is not limited to race, ethnicity, and/or gender, the School consistently enrolls a class with an approximately equal gender ratio and with an average of at least 10% underrepresented minority students. Additionally, students come from diverse geographic and educational backgrounds

The School's recruitment outreach targets Maryland residents, under-represented minorities, and individuals interested in an academic career and/or research. For these efforts, the Office of Admissions relies on two faculty members who, in their respective administrative positions, coordinate recruitment activities. These positions are Recruitment Coordinator and Director of Graduate Research Education. Some of the activities undertaken by the Recruitment Coordinator include: participating in health career fairs and recruitment visits at institutions such as the University of Maryland at College Park and Baltimore County, George Mason University, George Washington University, Stevenson University, Morgan State University, Hampton University, and Clark Atlanta University as well as participation in regional recruitment events such as the Summer Medical Dental Education Program sponsored by American Dental Education Association, the Atlanta University Center,[4] and the National Institutes of Health Career Fair (with the Director of Graduate Research Education).

The School recognizes that pipeline efforts are often critical to successful recruitment of students from traditionally disadvantaged and/or underserved communities. As such, the Office of Admissions also participates in local recruitment activities at high school and middle school levels. For example, each summer, the University campus sponsors the Vivien T. Thomas Medical Arts Academy Summer Research

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[4] The member institutions included in this consortium are Clark Atlanta University, Spelman College, Morehouse College and the Morehouse School of Medicine.

Internship, a summer research experience for 9th graders from the Vivien T. Thomas Academy at which a presentation is given on careers in Dentistry.

LAW

Both inside and outside the classroom, the School of Law has a rich number of opportunities for all students to expand their knowledge of racial and ethnic issues. Some of the courses offered include: Asian Americans and the Law; Comparative Constitutional Law; Constitutional Law; Constitutional Civil Liberties; Criminal Law Seminar: Race and Criminal Justice; Drug Policy and Public Health Strategies; Economic Justice: Race and Markets; Employment Law; Civil Rights of Persons with Disabilities Seminar; Health and Human Rights; Immigration Reform: Law & Policy Seminar; Labor Law; International Labor Law; Law, Policy and Practices of Community Recovery Seminar; Law and Indigenous Persons Seminar; Race, Subordination and Citizenship Seminar; Race and the Law Seminar: The Maryland Experience; and Thurgood Marshall: Special Topic and the Community Justice. There are also clinically based offerings regarding Low-Income Taxpayers; Workers' Rights; Re-entry of Ex-Offenders; and Immigration. Students can also work as research assistants for faculty members developing scholarship in these areas.

Since 2006, a year after Hurricane Katrina devastated the Gulf Coast, hundreds of UMB law students have traveled to the Mississippi and Louisiana to provide legal and other assistance to needy residents. These experiences were transformative for many students who had never before had contact with people---many of whom were minorities--- in such dire need of legal resources. Under a grant from the Fetzer Institute, the law school added a cross-cultural component to its clinical program through the legal clinic in Mississippi, formed on 2007 in collaboration with the Mississippi Center for Justice. In 2010, the school launched its first international clinics in Mexico, China and Namibia. These new clinics will take lessons learned in the School's Baltimore clinics to the broader national and international stage.

The School also has a wide range of active and vibrant student organizations including a Black Law Student Association; an Asian/Pacific American Law Student Association; a Latino/a Law Student Association; a Jewish Law Students Association; a Muslim Law Students Association; a Christian Law Society; a Women's Bar Association; and a LGBT Law School Alliance which exists to support the gay, lesbian and transgender communities. Each semester, these student groups along with many others, host activities that inform, educate and enrich the School's community. For example, last November, the Law School's Journal of Race, Religion, Gender and Class sponsored a symposium: Confronting Islam: Shari'ah, the Constitution and American Muslims. This well-attended event confronted the stereotype of Muslims as terrorists and considered the differences and similarities between Islamic and secular law. Presenters included Maryland law faculty as well as scholars from around the United States.[5]

MEDICINE

Cultural competency as one aspect of professionalism is emphasized from the application to medical school until graduation. Applicants are expected to have a broad life experience and are often questioned during the interview process as to their views about cross-cultural matters. Moreover, cultural competency dealing with a wide variety of issues, including those of racial and ethnic disparities is an integral part of the curriculum of the School of Medicine. Rather than a specific course, the curricular material concerning cultural competency is woven throughout the full four years of the

[5] The student organizer of this event was nominated for the 2011 Dr. Martin Luther King, Jr. Diversity Recognition Award.

medical student experience and includes classroom, small group, and observed behavioral activities. For example, during the first year of medical school, during the Introduction to Clinical Medicine course, large group lectures and small group discussions are held on a complete range of the doctor-patient relationship. This includes racial and ethnic disparities as well as areas such as gender, sexual, and economic differences. Small groups are comprised of a mix of students by gender and background in order to utilize the diversity within the medical students themselves. In addition, discussion focuses on differences in age, country of origin, or other cultural/sub-cultural matters. For example, the difficulty in relating to an elderly African-American woman might be due to age, race, or gender. During the first year, the students are observed and videotaped with standardized patients [actors realistically portraying actual patients] and patients are selected during this and subsequent standardized patient exercises to represent a wide range of age, gender and ethnic combinations. In two second year courses, Pathophysiology and Therapeutics 1 and 2, racial, sexual and age differences in various disease processes and their treatment including apparent health disparities in the occurrence and treatment of diseases is covered on an epidemiological, medical and pharmacological/ non-pharmacological basis. These issues are addressed in multiple formats including lectures, small groups, labs and clinical correlations.[6]

The School's efforts also extend well outside the classroom. Specifically, the Office of Student Research maintains an on-line database of summer research/year-off fellowships and seeks out those for minorities and actively recruits for them. The National Science Foundation Alliances for Graduate Education and the Professoriate program seeks to increase the diversity among the graduate student population in STEM disciplines and combined MD/PhD and MD/Masters programs. The NIA T35 STAR program actively recruits health professions students to enter into a clinical practice of gerontology, geriatrics or other clinical practice that actively treat aging patients or pursues aging research in multiple disciplines, especially those involving health disparities. In addition, each year the School sponsors a "Celebrating Diversity Reception and Dinner." The 2010 event was snowed out but the 2009 speaker was Dr. Joan Reede, Dean for Diversity and Community Partnership at Harvard Medical School and winner of the Herbert W. Nickens Award from the American Association of Medical Colleges. The Nickens Award is given to an individual who has made outstanding contributions to promoting justice in medical education and health care equities for people in the United States.

NURSING

Last year's Report acknowledged that the School of Nursing was awaiting confirmation from the Commission in Collegiate Nursing Education (CCNE) that it had successfully completed the accreditation process. UMB is delighted to report that, on May 24, 2010, the School of Nursing's BSN, MS and DNP programs were accredited by CCNE for 5 years. The accreditation team reported that the School's programs at all degree levels met the standard for curriculum, teaching-learning practices, and student learning outcomes, which include diversity and cultural competency components. CCNE addresses diversity and cultural competency in the curriculum by requiring compliance with the essential elements of nursing education established by the American Association of Colleges of Nursing (AACN) for each degree level. The core components of AACN's essential elements of nursing education acknowledge the diversity of the nation's population and mandate inclusion of content addressing cultural, spiritual, ethnic, gender, and sexual orientation diversity to ensure that nursing professionals are "prepared to practice in a multicultural environment and possess the skills needed to provide culturally competent

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[6] Similar instruction and training occurs in subsequent years and was outlined in last year's Progress Report.

care." The report cited one of the strengths of the school as having a diverse student backgrounds and experiences.

While the School has ensured that it addresses diversity among students and future health professionals through the curriculum, it is also confronting the need for a more diverse faculty and nursing workforce. This requires encouraging minority enrollment in graduate programs that serve as the source for nursing faculty, and attracting a diverse group of new entrants into the field of nursing. The School has proven itself successful at attracting a diverse student body over the years, with a minority student enrollment of 38.7% as of fall 2010. The minority enrollment is: BSN 44.6%, MS 34.9%, DNP 20.8% and PhD 43.6%. The staff is 45.2% minority and faculty is 10.6%.

One faculty member at the School has been exceptionally successful in promoting diversity. Dr. Vanessa Fahie[7] has two training grants which target middle, high school and undergraduate students who are from educationally and environmentally disadvantaged backgrounds and who are underrepresented in nursing. She also serves on the Maryland Alliance to Transform the Health Professions, a panel which promotes increasing diversity of the health care workforce.

The School also currently has three training grants which target groups who are underrepresented in the nursing workforce. The Nurse Anesthesia program has received a Health Resources and Services Administration grant to recruit underrepresented groups into the program. With support from this grant the faculty hosted a workshop by Lena Gould to increase mentorship of minority nurses interested in becoming Nurse Anesthetists. Ten $10,000 scholarships were awarded by the Robert Wood Foundation to newly admitted students in the Clinical Nurse Leader program who are from groups underrepresented in nursing or from disadvantaged backgrounds. The PhD program was awarded $300,000 a year for three years from the Department of Education's Graduates in Areas of Academic National Need for seven fellows from underrepresented areas of nursing. These training grants are a important opportunity to increase student diversity.

PHARMACY

The School of Pharmacy has a documented a set general abilities required for a well educated pharmacist. Throughout its curriculum, faculty engage students in a series of activities (curricular and extracurricular) that foster continued development of these general abilities. Students are expected to be at level 1 or 2 on admission to the school and progress to level 3 by graduation. Most pertinent for this Report is General Ability Eight:

GA 8: Cultural Competency: *The student shall possess an awareness of how culture impacts interpersonal and inter-group interactions and shall demonstrate effective behaviors to work in cross-cultural environments.*
Level 1: Recognize one's own cultural practices and behaviors.
Level 2: Accept and respect differences among people who have different customs, thoughts, ways of communicating, traditions, and institutions.
Level 3: Develop behaviors and attitudes to work effectively in cross–cultural situations; transform one's knowledge of individuals and groups of people to increase the quality of services and improve outcomes.

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[7] Dr. Fahie is one of the faculty nominees for the 2011 Dr. Martin Luther King, Jr. Diversity Recognition Award.

In order to access an applicant's general abilities, the admission committee updated their interview process to include questions related to cultural competence. For example, applicants are asked to briefly describe an encounter they have had with a person whose lifestyle is different from his or her own. Then the applicant is asked to describe if the experience changed his or her view or understanding of that lifestyle and if so, how? Also, during the interview process, applicants are asked to work in a group and are given an ethical or culturally impacted scenario and asked to develop a solution. This gives the admission committee information on the applicant's initial capacity to work in a group of people from different cultures.

Once enrolled, students have the opportunity to compete for grants offered by the Student Affairs Office in support of activities that promote diversity and cultural competency. One recent grant supported a presentation on the importance of effective communication between medical providers and Spanish speaking patients. Popular misconceptions and methods to increase communication were discussed.

Additionally, the American Association of Colleges of Pharmacy (AACP) asks member schools to participate in a number of national surveys, including an annual survey designed for graduating students to evaluate their school of pharmacy and experiences in the professional degree program. Ninety-two schools of pharmacy and 7,496 graduating students participated in the 2010 survey. In response to the question, "My pharmacy practice experiences allowed me to have direct interaction with diverse patient populations (e.g., age, gender, ethnic and/or cultural background, disease states, etc.)," 100% of Pharmacy graduating students (n=31) responded positively (strongly agree or agree). This compares to a 96.6% national response. In addition, 96.8% of Pharmacy graduating students responded positively (strongly agree or agree) that "The college/school of pharmacy is welcoming to students with diverse backgrounds," as compared to 94.5% nationally.

SOCIAL WORK

The School of Social Work has a diverse group of faculty, staff and students committed to ensuring that issues related to cultural diversity are actively addressed in the curriculum and in the life of the School. This past year alone, the School added seven courses that touch on areas pertinent to cultural diversity. One is a clinical course, one is an advanced policy course and there are also five special topics courses:

SWCL 771 Evidence-Based Mental Health Treatment with Children and Adolescents is a clinical course with specific content on mental health treatment effectiveness with minority groups.

SOWK 718 Equality and Social Justice is an advanced policy course that has a specific focus on diverse populations and the implications of social policy for attainment of social equality.

The five **SOWK 699** special topics courses are:
- History of Oppression – which focuses on minority groups;
- HIV: The Social Work Challenge - covers psycho-social issues and public health challenges among diverse groups;
- Prevention and Intervention with Intimate Partner Violence - includes a special section on work with minority women;
- International Social Welfare - covers social work in the Caribbean, Africa, Asia, and South America; and

- Financial Stability for Individuals and Communities - looks at the impact of low wealth in communities and barriers to financial stability among diverse groups.

In addition, the Office of Student Affairs is committed to promoting cultural diversity by assisting in the development and coordination of many enriched activities that are sponsored through the School's Student Government Association (SGA) along with the invaluable support of SSW faculty advisors who volunteer to serve in this capacity. The many programs held by the SGA Affiliate organizations within the School (and sometimes on campus or surrounding communities) helps to expose, sensitize and educate the social work community (and the public) to the many issues and challenges one may encounter when interacting with diverse groups/populations. Below is a listing of the eight SGA Affiliate organizations, along with an example of a sponsored activity of each organization.

SGA Affiliate Organization	Diversity Event
Christian Social Work Fellowship (CSWF)	National Hunger & Homeless Event/Sleep-out at Inner Harbor
International Social Work Organization (ISWO)	Documentary on *Children in No Man's Land* regarding immigration issues
Latin American Solidarity Organization (LASO)	Americanos! Celebration of Latino Culture/Panel Presentation
Lesbian Gay Bi-Sexual Transgender Allies Union (LGBTAU)	GLBT National & State Discussion/Don't Ask, Don't Tell
Organization of African American Students in Social Work (OASIS)	UNITY DAY-Unified Voices for the Health Care for Tomorrow!
People of All Abilities Are Capable of Achieving Anything (PAACAA)	In Our Own Voice/Living With Mental Illness via NAMI
Student Coalition for Peace and Equality (SCOPE)	Culture Matters; A Cross-cultural Non-violence Workshop for Youth
TIKKUN (Jewish Awareness Network)	Sponsorship of Annual Chanukah Kick-off Event

APPENDIX A

2010 Training Dates/Participant Demographics
"As Simple as Respect – Diversity, Respect, and Inclusion in the Workplace"

Date: September 7, 2010 - SOM IT=7

Gender	Race
(1) Male	Hispanic
(1) Female	Black/African American
(4) Males	Caucasian
(1) Male	Black/African American

Date: September 8, 2010 - SOM IT=7

Gender	Race
(1) Female	Caucasian
(4) Males	Caucasian
(2) Male	Black/African American

September 29, 2010 - SOM – Pediatrics=18

Gender	Race
(1) Female	Hispanic
(4) Females	Black/African American
(1) Male	Caucasian
(10) Females	Caucasian
(1) Male	Asian
(1) Female	Asian

October 1, 2010 - SOM – Pediatrics=17

Gender	Race
(1) Female	Hispanic
(3) Female	Black/African American
(1) Male	Caucasian
(8) Females	Caucasian
(4) Females	Asian

December 16, 2010 - SOM – Information Services/Public Safety=7

Gender	Race
(1) Female	Black/African American
(1) Male	Black/African American
(1) Male	Caucasian
(2) Females	Caucasian
(2) Females	Asian

December 17, 2010 - SOM – Information Services = 8

Gender	Race
(3) Males	Caucasian
(4) Females	Caucasian
(1) Females	Asian

APPENDIX B

Youth Works Summer Jobs Program
2010 Program Participant Demographics
Student Employees = 11

Race/Ethnic		Gender	
Black/African American	(11)	(9) female	(2) male

Supervisors= 9*

Race/Ethnic		Gender	
Caucasian	(3)	(8) female	(1) male
Black/African American	(6)		

(*male supervised 2 students)

Mentors = 11

Race/Ethnic		Gender	
Caucasian	(4)	(8) female	(3) male
Black/African American	(7)		

APPENDIX C

Project Search
Adults with Disabilities employed by UMB who are supported by the Project SEARCH Adult Employment Program (17 total):
4 Female, 13 Male
14 African-American, 2 Asian, 1 Caucasian

Students with Disabilities who participated in the Project SEARCH High School Transition Program 2009-2010 School Year (11 total):
4 Female, 7 Male
11 African-American

UNIVERSITY OF MARYLAND, BALTIMORE COUNTY

UMBC
PROGRESS REPORT
ON
INSTITUTIONAL PROGRAMS OF CULTURAL
DIVERSITY

FEBRUARY 25, 2011

This report has been prepared to represent UMBC's annual update on its institutional programs of cultural diversity as required by Senate Bill 438 and House Bill 905 placed into law by the Maryland General Assembly effective July 1, 2008. Given the page number limitation for the report, only a summary of the many activities in place can be included in this progress report for 2010.

I. **Introduction**

Throughout 2010, UMBC has taken steps to deepen and strengthen its commitment to diversity as one of its core principles for the recruitment and retention of faculty, staff, and students. Diversity is defined at UMBC in its fullest scope, embracing not only racial and ethnic groups and individuals who are or have been underrepresented in higher education, but also including religious affiliation, sexual orientation and gender identity, disability, foreign nationality, non-traditional student status, and other important characteristics.

UMBC has achieved national recognition as a model campus for its diversity initiatives, including The Meyerhoff Scholarship Program, the UMBC ADVANCE program, the PROMISE Alliance, and the ACTiVATE Entrepreneurship program. These programs and others reflect the substantive commitment to diversity that UMBC continues to fulfill. Four overarching goals constitute the organizing framework for UMBC's diversity programs:

A. **To ensure access to educational and employment opportunities for a diverse student, faculty, and staff community**
B. **To provide conditions for personal success**
C. **To provide a culture of inclusion and respect**
D. **To encourage and support development and advancement**

The UMBC Diversity Plan dated March 4, 2009 advanced the following specific recommendations:

− Design and conduct a campus-wide climate survey. Analyze the data and identify trends that could be utilized to monitor progress on diversity initiatives
− Establish a Diversity Council
− Further enhance on-going initiatives by increasing the support for transfer students as UMBC continues to address the Achievement Gap
− Further enhance on-going initiatives by providing additional support for increasing the diversity of UMBC's faculty and staff
− Enhance support for the success of faculty and staff members recruited to UMBC under the various diversity initiatives

The August 2010 annual University Retreat for 200 campus leaders featured a plenary session on diversity, *Strengthening a Climate of Support in Our Diverse Community*, that included two roundtable discussions introduced by the UMBC President and facilitated by the UMBC Provost. These discussions generated a rich array of ideas about how the UMBC community nurtures and supports diversity, as well as areas for enhancement. The roundtable topics were:

Roundtable 1: Attracting and Retaining a Diverse Student Body

Roundtable 2: Attracting and Retaining a Diverse Faculty and Staff

Following the plenary session, the President and the Provost facilitated discussions among retreat participants over lunch during which they were encouraged to reflect on the plenary discussions to address these questions:

What role do you or your department play in advancing campus diversity and priorities?

How can senior campus leaders support your efforts?

Ideas from these retreat sessions have continued during the 2010-11 year to stimulate an increased focus at UMBC on enhancing diversity. Examples of specific initiatives resulting include the submission to USM and MHEC of a proposal

for a new major in Asian Studies and increased emphasis on recruitment and retention of faculty from underrepresented minorities (as described in section IV. of this report).

II. Work of the Diversity Council

UMBC's Diversity Council was established during the academic year 2009-2010. The Council's membership was expanded from its original 15 member to a new total of 18 members in order to further broaden its representation. The Council met twice during 2010 (February 19 and December 10) and focused its discussions on recruitment and retention of a diverse faculty body and on the on-going initiatives to close the achievement gap at UMBC. The Diversity Council reports its recommendations to the President's Council at a subsequently scheduled meeting.

III. Recruitment and Support of a Diverse Undergraduate Student Body
   A. Programs that support student diversity and success

1. The National Institutes of Health/National Institute of General Medical Sciences (NIH/NIGMS) funded Minority Access to Research Careers Undergraduate Student Training in Academic Research (MARC U*STAR) Program at UMBC has been renewed through May 2015. This grant will continue to provide financial support, academic advising and professional development to an anticipated 34 undergraduate underrepresented minorities (URM) juniors and seniors each year. 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. Over 60% of program trainees enroll in a Ph.D. program upon graduation with a B.S. in a biomedical discipline. To date 38 program alumni have earned a Ph.D. in a biomedical science. This includes 11 who have earned a M.D./Ph.D.
2. The Center for Women in Information Technology (CWIT) in the College of Engineering and Information Technology (COEIT) supports UMBC's commitment to diversity by identifying those areas in science, technology, and engineering where women are significantly underrepresented and offering support. CWIT supports the University in its efforts to attract private and public funding.
   In the Fall 2010, CWIT served 49 current Scholars and the total number of CWIT Scholars since 2002 reached 100. Ninety percent of all CWIT Scholars entering UMBC between 2002 and 2009 have either graduated in a COEIT major or are currently continuing their studies. The average GPA of current Scholars at the end of the Spring 2010 semester was 3.5. In addition, CWIT currently provides academic, personal, and professional development support to 20 SITE Scholars (NSF funded; ending in October 2011) and is piloting and assessing the inclusion of 33 CWIT Affiliates.
3. A total of 7 staff and 230 students from the Meyerhoff Program (with more than 55% being underrepresented minorities, URM) participated in a variety of academic and social events of the Meyerhoff undergraduate program. Program staff acts as mentors, resources, and advocates who work with their own diverse student populations on cultural issues and awareness and collaborate with a variety of departments on these same issues.
4. In 2010, the Mosaic Culture and Diversity Center reached 1,405 undergraduate/graduate students, staff, and faculty through 56 programs including Welcome Week outreach events for new and transfer students, weekly UMBC Talks Diversity Dialogue series, Safe Zone workshops for LGBTQ student support, Introduction to an Honors University (IHU) cultural competence class presentations for new first year and transfer students, and co-sponsored events with on and off-campus partners.
5. University Health Services (UHS) again targeted health education outreach to specific populations. Breast cancer awareness (50 attendees), sexual assault awareness (190 attendees), domestic violence awareness (150 attendees), and women's seminars in health education (5 attendees) were programs targeted to women. Sex in the dark (140 attendees) and World AIDS Day (150 attendees) included specific information for targeted populations including LGBTQ and international students.
6. In Fall 2010 the Career Services Center (CSC) and the National Society of Black Engineers (NSBE) hosted the annual Diversity Recruitment Event in October. At the event, 130 undergraduate and graduate students networked with 15 companies. The CSC website (http://www.careers.umbc.edu/students) includes a diverse populations section that provides targeted career related resources for women, minority, international, LGBT students and students with disabilities.

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7. During Fall 2010, Residential Life offered 78 programs related to multicultural exploration, a 34% increase over Fall 2009. Paraprofessional student training included multicultural competence as does the 3 credit required course for all paraprofessionals.
8. University Counseling Services (UCS) offered a support group for LGBT students in Fall 2010, and will offer it again in Spring 2011. UCS designated a Multicultural Services Coordinator to provide specific attention to multicultural issues across UCS areas of practice and is developing a multicultural training specialty for pre-doctoral interns.

B. Closing the achievement gap

Table 1 includes the six-year graduation rate of UMBC freshmen by race by entry year between 1997 and 2004. This rate varied between 57.9% and 66.0% for African American students without a clear trend. Though not the focus of our original achievement gap goals, the graduation rate for Asian students, lowest among all races for students who began as freshmen in 2003 and 2004, merits concern. We will be analyzing the graduation rate data for this student population in more detail during this year to better understand the potential factors impacting these graduation rates and devise possible ways to enhance support for these students. Table 2 shows the six-year graduation rate of UMBC transfer students by race for entry years between 1997 and 2004. African American transfer students at UMBC have a six-year graduation rate that is in general 10 percentage points lower than White transfer students with particular concern for African American male transfer students. We have implemented a number of actions to close this achievement gap as detailed in Section III. C. of this report.

TABLE 1. Six-Year Graduation Rate of UMBC First-Time Full-Time Freshmen by Race by Entry Year

	1997		1998		1999		2000		2001		2002		2003		2004	
	N	Grad Rate	N	Grad Rate	N	Grad Rate	N	Grad Rate	N	Grad Rate	N	Grad Rate	N	Grad Rate	N	Grad Rate
Asian	225	59.1%	225	54.7%	263	56.7%	242	53.7%	266	53.0%	297	47.8%	336	51.8%	301	47.5%
African American	183	57.9%	179	59.8%	185	60.0%	166	58.4%	149	62.4%	119	58.0%	156	66.0%	131	59.5%
International	29	44.8%	43	48.8%	38	60.5%	45	46.7%	36	63.9%	36	63.9%	35	71.4%	42	52.4%
White	656	53.2%	744	54.0%	851	56.1%	793	56.1%	826	59.6%	856	62.4%	881	61.1%	863	59.7%
Hispanic	20	50.0%	31	41.9%	29	51.7%	31	54.8%	27	63.0%	27	74.1%	47	57.4%	38	60.5%
American Indian	4	100.0%	8	37.5%	5	60.0%	4	100.0%	4	75.0%	7	42.9%	5	60.0%	5	100.0%
Unknown	16	43.8%	14	50.0%	21	57.1%	23	47.8%	21	61.9%	14	28.6%	27	59.3%	22	54.5%

TABLE 2. Six-Year Graduation Rate of UMBC Full-Time Transfer Students by Race by Entry Year

	1997		1998		1999		2000		2001		2002		2003		2004	
	N	Grad Rate	N	Grad Rate	N	Grad Rate	N	Grad Rate	N	Grad Rate	N	Grad Rate	N	Grad Rate	N	Grad Rate
Asian	103	69.9%	123	63.4%	126	70.6%	144	68.8%	158	63.9%	117	59.0%	125	70.4%	119	63.9%
African American	127	54.3%	144	43.1%	152	44.1%	163	50.9%	168	54.2%	176	48.3%	157	47.8%	167	55.1%
International	37	73.0%	56	71.4%	52	63.5%	65	75.4%	66	62.1%	73	64.4%	57	64.9%	56	67.9%
White	464	58.2%	455	60.2%	422	60.0%	452	56.9%	419	63.2%	429	60.6%	423	63.4%	490	61.8%
Hispanic	29	65.5%	15	33.3%	27	55.6%	26	42.3%	24	41.7%	37	54.1%	31	74.2%	35	71.4%
American Indian	6	66.7%	7	57.1%	5	80.0%	5	80.0%	4	75.0%	3	33.3%	3	33.3%	4	75.0%
Unknown	11	54.5%	21	38.1%	17	70.6%	16	75.0%	16	37.5%	13	61.5%	16	31.3%	16	62.5%

C. Actions taken in the last year to support transfer students

1. Modified Introduction to an Honors University (IHU) seminar for transfer students
   - IHU seminars for transfer students are one-credit courses linked to a major requirement typically taken by new transfer students. The IHU reinforces the lecture content while teaching study skills, exam preparation, time management, and other key skills through the lens of the needs of transfer students
   - Modified IHU seminar to address issues related to transfer student success, including connections to faculty in the discipline, academic advising, and career counseling, and added academic modules with a developmental focus
   - Developed implementation plans for ongoing department-specific transfer IHUs, including content addressing typical deficits identified by the department in Computer Science, Information Systems, and Psychology, with a target for first implementation in Fall 2011
   - Began process to hire a program coordinator to focus on this work

2. Added Supplemental Instruction (SI) for courses which historically have been difficult for transfer students
   SI is peer-assisted group discussion in optional weekly sessions offered five times per week. A trained peer SI leader assists students in identifying key topics and problems from class and solving them. SI leaders are recruited primarily from among Meyerhoff and Sherman Teacher Scholars Programs.
   - Expanded to two sections of MATH 150 for Spring and Fall 2010
   - Committed going forward to offer SI with all sections of MATH 150 in all semesters
   - Planned expansion to an additional department in Spring 2011

3. Extended First-Year Intervention (FYI) to include transfer students
   FYI sends course rosters to faculty members teaching more than 800 students. Faculty members may report on any students on these rosters who at mid-semester are in danger of earning less than an A, B, or C in the course. The FYI program notifies these students of their situation via a *my*UMBC alert linked to the campus support available to the students. Transfer students were added to the long-standing FYI program in Fall 2010.

4. Strengthened Transfer Student Alliance (TSA)
   The Transfer Student Alliance (TSA) enrolls students at Montgomery College (MC) and Community College of Baltimore County (CCBC) who plan to transfer to UMBC after completing an AA degree. TSA students have access to UMBC student activities and a discounted rate for concurrent enrollment courses. Upon transfer to UMBC TSA students are guaranteed housing, priority registration/orientation, and, for eligible participants, a scholarship.
   - Maintained ongoing communications from the UMBC Coordinator for Transfer Admissions and Partnerships to TSA students enrolled at MC and CCBC to encourage their participation in campus events
   - Planned an on-campus reception for Spring 2011 to welcome TSA participants and to connect them with the UMBC community and TSA alumni
   - Finalized a TSA with Prince George's Community College (PGCC).

5. Improved orientation and advising
   High quality orientation and advising are considered key supports to student success and retention.
   - Implemented fully automated degree audit system in the Student Administration system during 2010
   - Added a "what if" feature which allows students to see where they would stand if they changed their major or added a minor and supports advising appointments focused on student needs
   - Added a new element to summer orientation in which each new student is asked to verify his or her intended major, if any, to assure that students are moved as quickly as appropriate to focusing on and receiving advising in their major
   - Implemented a robust advising-notes section in the student record in the Student Administration system
   - Initiated a study of 140 degree-seeking seniors who: a) are in good academic standing; b) earned at least 100 credits; c) registered for Spring 2010 but not for Fall 2010; and d) did not yet graduate.

6. CWIT initiative for transfer students
   CWIT served 16 new transfer students as part of its Affiliates Program in the Fall 2010. Under a revised program structure being piloted, 33 new students (75% women; 88% women or URM; 48% transfer students) to the COEIT were accepted as CWIT Affiliates. They were paired with peer mentors and included in CWIT Scholar community-building events, academic and career programming, and service learning activities. Assessment is underway to inform future directions for the Affiliates Program.

7. Expanded services specifically for commuting transfer students
   In Fall 2010, the Office of Commuter Student Services (OCSS) hosted a series of initiatives to promote the academic success of transfer students and specifically African American male transfers.
   - OCSS sponsors a student outreach program known as the Transfer Students Network (TSN) that hosted African American male transfer student focus groups. Co-sponsored by Men Achieving Leadership, Excellence & Success (M.A.L.E.S.), a student organization which emerged from the previous year's OCSS focus group to provide transitional and ongoing peer support, the focus group findings suggested that these men would not seek help or ask for academic support, but would attend social events. Following the focus group, M.A.L.E.S. hosted a social reception for black men with over one hundred participants. The men participated in informal and formal acquaintanceship activities, but were also introduced to faculty, staff and students in critical campus support services.
   - TSN increased interactions with transfer students through the creation of a new workshop series. Forty-six transfer students participated in acquaintanceship, communication and style assessment workshops to assist transfer students with transition.

8. Increased access to on campus housing and programs for transfer students
   - Residential Life (RL) expanded residence hall availability for transfer students. Scarce campus housing resources have previously been allocated to first-year, first-time students. RL placed limits on upper-class housing to preserve spaces for new transfer students, almost doubling the number of transfer students housed from 124 to 232.
   - Living-Learning Community (LLC) placements in Fall 2010 included 20 transfers. Data indicate LLCs are effective in engaging students on campus.

IV. Recruitment and Support of a Diverse Faculty Body

A. URM Faculty hires and attrition 2010-11

UMBC hired 22 new full-time faculty for appointments in AY 2010-11. Overall, 27% (N=6 of 22) of all new instructional faculty and 30% (N=3 of 10) of the new TT/T faculty were members of underrepresented minority groups. In addition, building on the success of the UMBC ADVANCE Program, women comprised 75% (N=3 of 4) of the T/TT hires in STEM. However, during this same time period, 3 African American faculty left UMBC (1 due to unsuccessful promotion review and 2 for competing offers at other institutions). In order to develop effective institutional practices for the recruitment, retention and advancement of a diverse faculty at UMBC, the President and Provost have worked closely with various constituent groups to develop and implement the following interventions and initiatives.

B. Recruitment

Based on a variety of measures, including the small percentage of underrepresented minority faculty in relation to the diversity of our student population:
1. *Incentive Hires* target specific positions for the purpose of enhancing the diversity of the faculty at UMBC. Searches for these positions are conducted in tandem with active searches already authorized for the current year. Specific departments are approved for incentive hire positions based on the recommendation of the Dean and additional factors including, but not limited to, high student/faculty ratios. Three successful incentive hires were completed in AY2009-10, with an additional three authorized for AY2010-11.
2. *Outreach Activities* have been intensified as a means of building the pool of candidates to enhance diversity. Teams of UMBC faculty and staff attended targeted recruitment events including the Ford Foundation Fellows Conference and the Southern Regional Education Board (SREB) Compact for Faculty Diversity's Institute on

Teaching and Mentoring. The Office of the Provost has allocated funds for targeted advertising, recruitment at targeted venues and conferences, and related activities.

3. *UMBC Postdoctoral Fellows Program for Faculty Diversity* is a pilot program designed to support promising scholars who are committed to diversity in the academy and to prepare those scholars for possible tenure track appointments at UMBC. UMBC will appoint recent recipients of the Ph.D. as Postdoctoral Fellows for a two-year term beginning July 1, 2011. Each fellow will be provided teaching and research mentors and specialized professional development opportunities across the campus. The fellow will receive a starting stipend of $38,000, health benefits, $3,000 for conference travel and preparation of scholarly work, office space with computer, library and other privileges at the university. During the two-year term of appointment, the fellow will teach one course a year in the host department.

C. Retention

1. *Executive Committee on Recruitment and Retention of Underrepresented Minority Faculty* – The Executive Committee will provide advice and counsel to the Provost on issues and concerns specifically associated with the hiring, retention and advancement of underrepresented minority faculty at UMBC. The Committee also will guide the development and implementation of initiatives to enhance faculty diversity at UMBC. The work of the Committee will be supported by the Program Coordinator for Faculty Diversity Initiatives.
2. *ADVANCE Executive Committee* – The ADVANCE Committee will provide advice and counsel to the Provost on programmatic initiatives designed to advance the success of women faculty in STEM at UMBC. The work of the Committee will be supported by the Program Coordinator for Faculty Diversity Initiatives.
3. *Program Coordinator for Faculty Diversity Initiatives* – The Office of the Provost has established a new state-funded Program Coordinator position to support campus-wide initiatives designed to enhance and support faculty diversity at UMBC. Under the direction of the Vice Provost for Faculty Affairs, the incumbent will develop educational-awareness programming, create a clearing house of resources on faculty diversity equity issues, collect and report data, coordinate program evaluation efforts, and provide support for the Executive Committee on Recruitment and Retention of URM Faculty, the ADVANCE Executive Committee, and the UMBC Postdoctoral Fellows Program for Faculty Diversity.

V. Recruitment and Support of a Diverse Graduate Student Body

A. The Meyerhoff Graduate Fellows Program was established in 1996 with an MBRS-IMSD (Minority Biomedical Research Support – Initiative for Minority Student Development) grant from the National Institute of General Medical Science. The program is open to all U.S. citizens and permanent residents. The Meyerhoff Graduate Fellows Program has transformed graduate education at UMBC. Since the program's inception in 1996, enrollment of underrepresented students in participating PhD programs (Biological Sciences, Chemistry and Biochemistry, Engineering, Human Services Psychology and Physics) has increased significantly. The URM enrollment in the Meyerhoff Graduate Fellows Program has grown from 5 students in 1996 to 57 students at present. An additional 38 Meyerhoff Fellows have received Ph.D. degrees. By comparison, only 7 URMs earned Science, Engineering and Mathematics Ph.D.s in participating Ph.D. programs in the 17 years preceding the Meyerhoff Graduate Program.

B. PROMISE, the National Science Foundation's Alliance for Graduate Education and the Professoriate (AGEP) in Maryland, increases the number of underrepresented minority students receiving Ph.D.s in science, technology, engineering, and mathematics (STEM). Formed in 2002 and led by the University of Maryland, Baltimore County (UMBC), PROMISE is a multi-institution consortium that includes UMBC, the University of Maryland College Park (UMCP) and the University of Maryland, Baltimore (UMB). PROMISE's goal is to facilitate Ph.D. completion and prepare students for careers as professors in the STEM disciplines. UMBC and PROMISE sponsor a number of programs and initiatives that are designed to facilitate graduate student community, professional development, degree completion and transition to career. Community is also maintained through a series of websites and social media venues including Facebook (http://www.facebook.com/PROMISEagep) and Twitter (http://www.twitter.com/PROMISE_AGEP). Participation in PROMISE extends beyond the STEM fields. All graduate students, and particularly graduate students from underrepresented backgrounds, are invited to participate in the activities of PROMISE regardless of their academic disciplines. The following initiatives, seminars, and events facilitate cultural diversity among UMBC's graduate student population:

- Dissertation House: The Dissertation House project consists of a series of residential and non-residential workshops and seminars for Ph.D. candidates who are working toward finishing their dissertations. (http://www.thedissertationhouse.com)

- PROF-it: PROFessors-in-training: The PROF-it program provides training seminars that are designed to prepare students for teaching opportunities and faculty positions. Students who participate in PROF-it training have the opportunity to be nominated for the UMBC-CCBC Teaching Fellows program. The PROF-it program also includes the campus-wide Teaching Assistant training. (http://promisesuccessseminars.wordpress.com/professors-in-training-prof-it/)

- Success Seminars: Success Seminars, sponsored by UMBC, are designed to serve students by providing information on funding, Institutional Review Board (IRB) preparation, writing, career choices, and leadership. Example of a seminar is "*When Faculty Say 'x',They Really Mean 'y'- Understanding Your Professors and Their Requirements*" (in which 100 graduate students and 10 faculty & staff participated in October 2010). (http://promisesuccessseminars.wordpress.com/)

- Additional initiatives designed to build community among graduate students of color include the *PROMISE Family and Friends Cookout and Recognition of Graduates (*150 participants, including five faculty & staff in May 2010); *Community Building Retreat* (100 participants total, 40 from UMBC, five faculty & staff in March 2010); and *Faculty/Staff/Student Connections Opening Meetings*. (http://promisecommunitybuilding.blogspot.com/). Other special seminars are co-sponsored with the Meyerhoff Graduate Fellows program*.

- Summer Success Institute: The PROMISE Summer Success Institute (SSI) is an annual conference founded in August 2003 to bring together new/incoming graduate students and those graduate students (both Master's and Ph.D. level) who were continuing in their programs so that they could prepare for and embrace the upcoming academic year of graduate study. The SSI provides a support system, particularly for graduate students from underrepresented backgrounds. One hundred graduate students, 15 faculty & staff, and two undergraduates participated in the August 2010 SSI. (http://promisesuccessseminars.wordpress.com/promise-summer-success-institute-ssi/)

Figure 1 below shows the increase in URM graduate student enrollment in STEM (natural sciences and engineering only) Master's and Ph.D. programs at UMBC since the introduction of our NSF-funded programs to broaden participation. The impact on enrollment is clear and dramatic, with enrollment nearly tripling over the decade. The production of URM STEM Ph.D. students is even more impressive, as shown in Figure 2 that compares the decade before and the seven years following introduction of our broadening participation programs.

Figure 1

Broadening Participation in Graduate Enrollment at UMBC: Change in URM STEM Enrollment

Figure 2

Broadening Participation in Graduate Education at UMBC: Change in URM Stem PhD Degrees
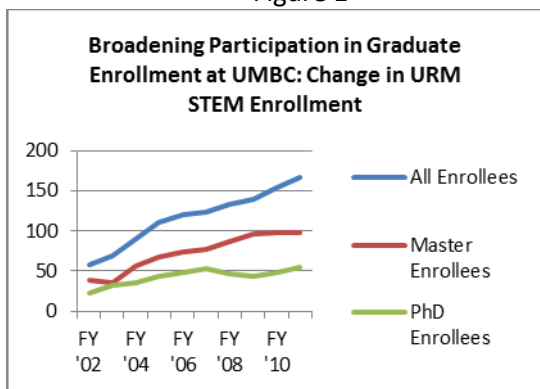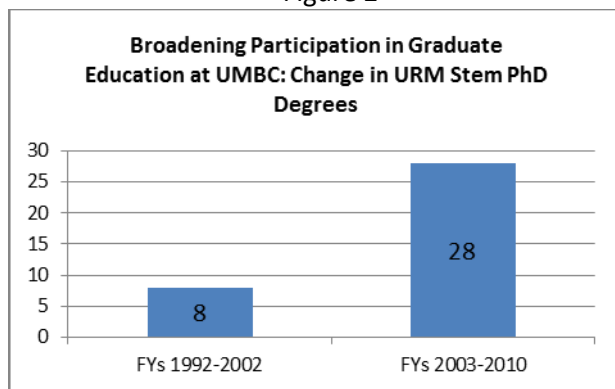
C.   The Office of Graduate Student Life (OGSL) in conjunction with the Graduate Student Association (GSA) support several student-led diversity initiatives in the UMBC community. During Fall 2010, culturally-orientated Graduate Student Organizations (GSOs) increased from 17% to 29%. Each year the GSA celebrates its international student population during Graduate Student Week by hosting Culture Night. The GSA encourages research and academic progress by funding graduate students to attend national and international conferences. By providing a writing advisor, many international students take advantage of the academic support GSA can offer.

VI. Campus Climate Survey

The Office of the Vice President for Student Affairs conducted a pilot study in 2008-2009 using the Educational Benchmarking Inc. (EBI) Campus Climate Assessment Instrument. The survey assessed students' perceptions of and experience in UMBC's diverse learning environment. The response rate was 23.4%, with 622 graduate and undergraduate students completing the online survey. Broad analysis suggests that the overall campus climate for diversity is positive. The assessment position was eliminated in response to budget reductions. Therefore, qualitative follow up has been postponed.

VII. Campus-Based Hate Crimes and Bias-Motivated Incidents

Listed below are the hate crimes and bias-motivated incidents for 2009:
One (1) – Written Intimidation – Religious – Anti-Jewish
One (1) – Written Intimidation – Sexual – Anti-Bisexual
One (1) – Written Intimidation – Sexual – Anti-Homosexual (Gay & Lesbian)

VIII. Resources Used and Needed

A.   In the past year, CWIT staff served the small pilot group of 33 affiliates by incorporating them into already planned Scholar activities. This approach limits the number of transfer and underrepresented students that can be served, prohibits more targeted program design for transfer students, and taxes already limited resources. CWIT's ongoing and future ability to serve transfer students and other underrepresented populations in the COEIT is dependent on the allocation of additional internal resources and/or external grant funding. The Associate Director continues to actively identify and prepare grant proposals to secure additional funding.

B.   UMBC's Division of Student Affairs has allocated resources to providing financial support to various diversity programs across the department. These include the support for diversity and multicultural education based student programs housed within the Office of Student Life's (OSL) Mosaic Center such as the UMBC Talks Diversity Dialogue Series, the UMBC Safe Zone Program, and cultural competence presentations and trainings for undergraduate/graduate classes, student organizations, and student paraprofessional staff. The funds in this program were used to develop and maintain these programs as well as hire and support a graduate assistant and undergraduate student staff for the Mosaic Center.
Budget constraints have prevented the OSL Mosaic Center from developing and implementing major, campus-wide cultural programming targeted to historically under-represented groups. Collaboration and partnership with cultural and diversity-focused student organizations and select departments and offices such as the Women's Center, American Studies, International Student Services, Gender and Women's Studies, and The Shriver Center have helped broaden our reach across campus. The lack of new resources in the face of budget cuts has impacted the ability to provide targeted programming to specific student populations, particularly transfer, commuter and first generation students, within UMBC this past year.

C.   The NIH/NIGMS funded Initiative for Maximizing Student Diversity – Meyerhoff Graduate Fellows Program was renewed in 2009 through January 2013. This grant will continue to provide financial support, advising and professional development to the students participating in program. A few of the programs/activities that the program sponsored in 2010 and will continue to support in 2011 are:
   - Summer Bridge: an eight-week pre-matriculation *Bridge program* to enhance incoming graduate student academic performance and retention in graduate school.

- Minority Speaker Series: a seminar series that provides a venue for educating the non-minority faculty and students about the substantial accomplishments of minority scientists across the U.S. (*Funding for this component is not provided by grant.*)
- The Annual Research Symposium (Retreat): brings together first year Meyerhoff graduate fellows with current Meyerhoff graduate fellows. The objective of the Annual Research Symposium is to build and strengthen peer support mechanisms, a sense of community and self-confidence. *(Only partial funding for this retreat is now provided by grant.)*

IX. Demographic Data

Table 3 shows the demographic data for faculty, staff and students (undergraduate and graduate combined) for Fall 2008 and Fall 2010. No significant changes in pattern have occurred between the two time points with most fluctuations falling within two percentage points. The largest change is a four percentage point decrease for international tenured/tenure track faculty. The addition of a 2 or more races category might account for the minor percentage decreases observed in African American, American Indian and Asian student populations.

TABLE 3.

UMBC DATA FOR CULTURAL DIVERSITY REPORT - FALL 2010

	Fall 2008					Fall 2010				
STAFF (EXCLUDING GRADUATE ASSISTANTS)	Number	Percent	Male	Female	Unknown	Number	Percent	Male	Female	Unknown
African American/Black	276	22.6%	78	198	-	279	23.2%	88	191	-
American Indian or Alaska Native	5	0.4%	2	3	-	4	0.3%	1	3	-
Asian	40	3.3%	15	25	-	45	3.7%	16	29	-
Hispanic/Latino	19	1.6%	9	10	-	22	1.8%	11	11	-
White	877	71.9%	358	519	-	846	70.3%	358	488	-
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	-	0.0%	-	-	-
Two or more races	-	0.0%	-	-	-	4	0.3%	1	3	-
Did Not Self Identify	-	0.0%	-	-	-	1	0.1%	-	1	-
International	3	0.2%	1	2	-	3	0.2%	1	2	-
TOTAL	1,220	100.0%	463	757	-	1,204	100.0%	476	728	-
ALL FACULTY	Number	Percent	Male	Female	Unknown	Number	Percent	Male	Female	Unknown
African American/Black	60	5.9%	24	36	-	53	5.1%	25	28	-
American Indian or Alaska Native	2	0.2%	-	2	-	2	0.2%	1	1	-
Asian	107	10.5%	72	35	-	130	12.6%	83	47	-
Hispanic/Latino	11	1.1%	6	5	-	18	1.7%	7	11	-
White	714	70.1%	429	284	1	712	69.0%	433	278	1
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-		0.0%			-
Two or more races	-	0.0%	-	-	-	2	0.2%	1	1	-
Did Not Self Identify	1	0.1%	-	1	-	-	0.0%	-	-	-
International	123	12.1%	83	40	-	115	11.1%	69	46	-
TOTAL	1,018	100.0%	614	403	1	1,032	100.0%	619	412	1
TENURED/TENURE TRACK FACULTY	Number	Percent	Male	Female	Unknown	Number	Percent	Male	Female	Unknown
African American/Black	21	5.6%	11	10	-	20	5.3%	12	8	-
American Indian or Alaska Native	-	0.0%	-	-	-	-	0.0%	-	-	-
Asian	41	10.8%	26	15	-	51	13.4%	32	19	-
Hispanic/Latino	6	1.6%	3	3	-	8	2.1%	3	5	-
White	277	73.3%	174	102	1	282	74.2%	177	105	-
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	-	0.0%	-	-	-
Two or more races	-	0.0%	-	-	-	1	0.3%	-	1	-
Did Not Self Identify	-	0.0%	-	-	-	-	0.0%	-	-	-
International	33	8.7%	18	15	-	18	4.7%	10	8	-
TOTAL	378	100.0%	232	145	1	380	100.0%	234	146	-
NON-TENURE TRACK FACULTY	Number	Percent	Male	Female	Unknown	Number	Percent	Male	Female	Unknown
African American/Black	39	6.1%	13	26	-	33	5.1%	13	20	-
American Indian or Alaska Native	2	0.3%	-	2	-	2	0.3%	1	1	-
Asian	66	10.3%	46	20	-	79	12.1%	51	28	-
Hispanic/Latino	5	0.8%	3	2	-	10	1.5%	4	6	-
White	437	68.3%	255	182	-	430	66.0%	256	173	1
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	-	0.0%	-	-	-
Two or more races	-	0.0%	-	-	-	1	0.2%	1	-	-
Did Not Self Identify	1	0.2%	-	1	-	-	0.0%	-	-	-
International	90	14.1%	65	25	-	97	14.9%	59	38	-
TOTAL	640	100.0%	382	258	-	652	100.0%	385	266	1
INSTRUCTIONAL FACULTY	Number	Percent	Male	Female	Unknown	Number	Percent	Male	Female	Unknown
African American/Black	55	7.3%	24	31	-	47	6.5%	25	22	
American Indian or Alaska Native	2	0.3%	-	2	-	1	0.1%	-	1	
Asian	64	8.4%	41	23	-	71	9.8%	45	26	
Hispanic/Latino	10	1.3%	5	5	-	16	2.2%	5	11	
White	584	77.0%	334	249	1	562	77.6%	330	231	1
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	-	0.0%	-	-	
Two or more races	-	0.0%	-	-	-	2	0.3%	1	1	
Did Not Self Identify	1	0.1%	-	1	-	-	0.0%	-	-	
International	42	5.5%	22	20	-	25	3.5%	11	14	
TOTAL	758	100.0%	426	331	1	724	100.0%	417	306	1
ALL STUDENTS	Number	Percent	Male	Female	Unknown	Number	Percent	Male	Female	Unknown
African American/Black	1,909	15.6%	836	1,073	-	1,946	15.1%	862	1,084	-
American Indian or Alaska Native	53	0.4%	30	23	-	43	0.3%	22	21	-
Asian	2,255	18.4%	1,182	1,073	-	2,282	17.7%	1,246	1,036	-
Hispanic/Latino	452	3.7%	228	224	-	540	4.2%	267	273	-
White	6,385	52.0%	3,528	2,857	-	6,405	49.7%	3,590	2,815	-
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	55	0.4%	14	41	-
Two or more races	-	0.0%	-	-	-	182	1.4%	86	96	-
Did Not Self Identify	435	3.5%	209	226	-	565	4.4%	300	265	-
International	779	6.3%	423	356	-	870	6.8%	471	399	-
TOTAL	12,268	100.0%	6,436	5,832	-	12,888	100.0%	6,858	6,030	-

UNIVERSITY OF MARYLAND, COLLEGE PARK

Programs of Cultural Diversity
University of Maryland, College Park

February 24, 2011

Prepared by:
The Office of Institutional Research, Planning and Assessment

Programs of Cultural Diversity
University of Maryland, College Park
Narrative (See Appendix for Tables)

I.   Introduction

As stated in the University of Maryland's Strategic Plan, *Transforming Maryland: Higher Expectations*, endorsed by the University Senate on May 6, 2008, and adopted by 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."

The University's formal policy on diversity in education programs can be found at http://www.president.umd.edu/policies/docs/iii_900a.pdf. This policy specifically refers to the importance of thoughtfully structured programs designed to support and facilitate interaction among students as part of the academic experience.

After more than a year of work and deliberations, a 30-member campus-wide steering committee comprised of faculty, staff and students completed **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 committee's plan of work included campus town meetings and protracted periods (three-week windows) for all members of the University community to provide feedback on draft reports. This is the first diversity strategic plan in the history of the University of Maryland and it encompasses both a vision and a roadmap for campus efforts in diversity for the next ten years. The report was overwhelmingly approved by more than 80 percent of the University Senate. In so doing, the University Senate formally embraced the concept that Maryland supports diversity programs not just because of a belief that it is the right thing to do, but also because having a diverse student body, faculty and staff, curriculum, and interactions leads to benefits for all.

The plan recognizes Maryland's significant achievements in diversity and sets forth many new goals and strategies for diversity: Leadership; Climate; Recruitment and Retention (of outstanding faculty, staff and students); Education; Research and Scholarship; and Community Engagement. The plan called for the hiring of a Chief Diversity Officer, creation of an Office of University Diversity, and establishment of a representative Diversity Advisory Council to give a central voice to the needs and visions of diverse groups at all levels of the campus community. The University is moving to hire a Chief Diversity Officer and achieve specific first-year goals in FY 2011.

The University is continuing its movement towards Fall 2012 implementation of a new general education curriculum. A key component of this new curriculum is an emphasis on diversity as

measured in the concepts of (1) understanding plural societies and (2) cultural competence. Three workshops were held to assist faculty in designing courses that address these issues.

The University is proud to be one of the nation's most diverse campuses. See Tables 1 and 2. More than 33% of our undergraduates are persons of color, and some 3000 international students are currently pursuing undergraduate and graduate degrees. 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. The University of Maryland is committed to fostering an inclusive community and will aggressively recruit diverse individuals to our executive, faculty, staff, and student populations. The campus hired its first Asian American president of the university. In Fall 2010, the University welcomed its most diverse group of new tenured/tenure track faculty: Five individuals identified themselves as African American, two identified as Hispanic, and seven were Asian American. We are resolutely committed to fostering dialogue and collaboration among peoples of different backgrounds, orientations, and perspectives and ensuring the respectful treatment of all.

The University of Maryland is recognized as a leader in degree production for minority students. The most recent sets of rankings in Diverse Issues in Higher Education (summer 2010) show improved campus ranking positions for Bachelor's and Master's degree production among minority students. In addition, the campus ranks 17th in doctorate degree production for African Americans.

The University has assigned the responsibility for developing and implementing a process for reporting hate-based crimes to its Department of Public Safety (DPS). In response, DPS has developed a formal set of hate-crime reporting rules and procedures which comply with applicable Maryland criminal law and with the federal law requirements commonly referred to as the Clery Act; the most recent year of data available is 2009. Four vandalism incidents reported that year in the residence halls were labeled hate crimes due to the nature of their content (one with reference to race, one to sexual orientation, and two to religion). One verbal assault incident, involving intoxication, resulted in the termination of housing of the perpetrator, and he subsequently left the university.

Our University addresses cultural diversity among its students, faculty, and staff populations through a web of programs, thoughtfully intertwined, to provide the intellectual climate and support structure necessary to advance its cultural diversity goals. These programs can be broadly categorized into three groups, which will be explored in this report:

- A broad array of strong and growing formal academic programs specifically designed around the study and scholarship of cultural diversity issues and covering a broad spectrum of topics, including race, ethnicity, gender issues, disability issues, LGBT issues, languages, religions, and cultures (Section II);
- A number of special programs, initiatives, experiences, and opportunities that either support the University's diversity efforts or help to enhance our community's exposure to cultural diversity issues (Section III); and,
- Offices, programs, and support activities aimed at enhancing the University's diversity and inclusiveness efforts (Section IV).

Finally, Section V provides a summary of the resources needed for initiatives that support these goals

II.   Cultural Diversity through Formal Academic Programs

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 LBGT 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. Participation tables in the Appendix include majors, minors, and certificates where available.

The Department of African American Studies in the College of Behavioral and Social Sciences was established in the 1960s. Currently, the department 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. See Table 3.

Our long-standing Department of Women's Studies offers a range of programs for undergraduates and for graduate students through the Ph.D. The department houses courses that highlight the intersections of race, class, gender, and other dimensions of difference. The program has sponsored the Curriculum Transformation Project, which has introduced faculty to ways of incorporating the study of gender into the curriculum, and the Consortium on Race, Gender, and Ethnicity, which provides fellowships, training, and mentoring of graduate students to promote diversity scholarship. See Table 4.

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. See Table 5.

The U.S. Latina/o Studies Program centers its intellectual and public service activities on Latina/o issues within the historical, contemporary, and regional Latino settlement communities in the United States. Drawing from premier resources at UM, as well as those in the greater metropolitan area, the academic program is interdisciplinary in scope and research, and it is community oriented. At present, the program offers an undergraduate minor and sponsors symposia for the entire campus community and beyond. See Table 6.

The Lesbian, Gay, Bisexual, and Transgender (LGBT) Studies Program offers a new 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. See Table 7.

The Jewish Studies Program/Meyerhoff Center 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 program houses both bachelor's and master's degrees. In addition, the Jewish Studies program supports faculty research projects and organizes frequent academic conferences and lectures in order to bring the fruits of scholarship to a wider public. See Table 8.

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. See Table 9.

The School of Music has a division in Ethnomusicology, which explores musical cultures from around the globe. The School offers undergraduate courses in Ethnomusicology as well as degrees in Ethnomusicology at the master's and doctoral levels. In addition to offering academic courses and programs, the School also sponsors performance including ensembles in World Music, including an African Drum Ensemble, Gamelan Saraswait (focusing on the music of Bali), and a Japanese Koto Ensemble. See Table 10.

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. See Table 11. 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, founded in 1969, is to expand the University's East Asian curriculum, library resources, and teaching materials. In addition to administering the undergraduate Certificate Program in East Asian Studies, the Center provides information on courses and public events and presents lectures, creative performances and exhibitions, scholarly conferences, and film series for the University and the community.

The Roshan Cultural Heritage Institute, Center for Persian Studies was established in 2004 as 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 Center has established a new bachelor's degree in Persian Studies, with an integral component for

scholarships and study abroad, and the Graduate Flagship Program. The Center also seeks to strengthen the relations between UM and the surrounding communities, in the state of Maryland and the nation's capital, as well as around the world.

III.   Cultural Diversity through Non-Degree Programs

The University also supports a range of programs that do not lead to a formal degree or certificate but, as either stand-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 valuable exposure to our faculty, staff, and students to diverse cultures and unfamiliar social contexts. A few important examples of program developments are highlighted below.

The Provost's Conversations on Diversity, Democracy and Higher Education continued with a number of notable presentations on race and racial equality, black women's studies, women and African American literature, disability studies, hate crimes, and native nations and U.S. Justice. Speakers have included David Bacon, Thomas Sugrue, Wat Misaka, Beverly Guy-Sheftall, Saphhire, Rebecca Tsosie and numerous College Park faculty and staff.

The David C. Driskell Center for the Study of the Visual Arts and Culture of African Americans and the African Diaspora preserves the heritage of African American visual art and culture. In FY 10, the Center presented exhibits by Robin Holder and William T. Williams.

The Clarice Smith Performing Arts Center embraces cultural diversity in broad terms. In FY10 it commissioned and produced *Shadowboxer: An Opera Based on the Life of Joe Louis*, which depicts fighter Joe Louis as a tragic hero and a victim of American racism. It also presented a staged reading of a new work by the Tectonic Theatre, *The Laramie Project: Ten Years Later*, which is based on interviews with residents of Laramie ten years after the death of Matthew Sheppard. It was simulcast with the opportunity for interactive dialogue with the interviewees.

The Study Abroad program offers a variety of short-term (summer and winter), semester, and year-long activities. The program reached a record high for participation this year, and students are studying in a wider range of sites as well, with over 50% studying in non-European countries. See Table 12.

The Academic Achievement Programs (AAP) are designed to support low-income, first-generation students and prepare them for successful academic careers. The Academic Achievement Programs include the state-funded Intensive Educational Development program, the federally funded Student Support Services (TRIO) program 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 and tutoring services during their first two years, prior to major selection. See Table 13.

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. Living in close proximity to Global Communities participants, students from both programs make important connections across disciplines and cultures. 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. Students also 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.

IV.   Cultural Diversity Support Offices and Initiatives

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 faculty, staff, and students:

Black Male Initiative (BMI)

The Black Male Initiative Program is dedicated to the establishment of brotherhood, scholarship, and retention of black males at the University of Maryland. BMI has a commitment to activism and leadership, and promotes the empowerment of black men.
- During FY10, all black males were invited to attend the monthly meetings, and special mailings were sent to the 163 first-time newly admitted black freshman men admitted in Fall 2009.
- During FY10, there were a total of six 2.5-hour official BMI meetings. One hundred and fifteen contacts were made with undergraduates, and a total of 78 Black /African American and one Latino male undergraduates attended the monthly meetings.
- Additionally, there were BMI activities geared towards civic engagement and bonding such as: BMI movie nights focusing on current or historical issues, fund-raising activities at campus sporting events, and community service projects involving Greenbelt Elementary School, Haitian relief efforts, and visitations at a Prince George's County youth detention facility.

Center for Minorities in Science and Engineering (CMSE)

CMSE's mission is to recruit, retain and graduate African American, Hispanic American and Native American students in engineering and to ensure that there are structures in place to promote and support students in these under-represented groups. In FY10, CMSE offered the following programs:
- Society of Hispanic Professional Engineers (SHPE): 25-30 undergraduate students
- Winter Student Leadership Retreat: 58 undergraduate students
- Bridge Programs: 20 students
- Louis Stokes Alliances for Minority Participation (LSAMP): 31 students
- LSAMP Student Travel Program (travel to pre-professional, professional conferences and

graduate schools): 50 students
- Student Community for Outreach, Retention and Excellence (SCORE): 10 – 15 students
- National Society of Black Engineers (NSBE) National Convention: 50 participants
- Annual Student Recognition and Alumni Banquet: 122 students
- Federal Work Study, CMSE Summer Internship Program, and Bridge Undergraduate Mentoring Program (student employees): 33 students
- Community building events for underrepresented students and others: 20 – 50 per event.
- Black Engineers Society (Pre-professional student organization): 50 – 150 students

Office of Multi-Ethnic Student Education (OMSE)

The Office of Multi-Ethnic Student Education provides programs designed to enhance the academic experience of students from underrepresented groups. These programs include a tutoring program, the College Success Scholars program, one-on-one mentoring, and La Familia, a peer mentoring program for Latino students. In FY10, the Office of Multi-Ethnic Student Education served 2,592 students out of a total of 9,654 multi-ethnic students on campus.
- Of the 1,746 students who received tutoring support through OMSE, 1,522 were multi-ethnic students. Forty-eight percent of the students were African American/American Caribbean, 13% were Latino, and 23% were Asian.
- The College Success Scholars program provides comprehensive, structured and ongoing personal, academic, and professional support to multi-ethnic males at the University of Maryland. First-time freshmen students meet weekly during the summer to prepare for college matriculation. In FY10, 42 students participated in the program.

Maryland Pathways

Maryland Pathways Work Grant program is designed to assist Maryland resident poverty-level students in attending college debt-free. Students receive full-grant aid for tuition, fees, room, board, and books. Federal Work-Study is offered to cover personal expenses. During FY10 approximately 540 Maryland students from 20 counties throughout the state were served. The median household income of recipients is approximately $17,000; about 70% of recipients are minority students; approximately 60% are first-generation.

The University continues to work to reduce the achievement gap between all students and minority students. As reported in the November 2010 Closing the Achievement Gap Follow-Up report, the six-year graduation rate gap between selected minorities (African Americans, Hispanics, and American Indians) is 10.4% (Fall 2004 cohort). This represents a decline from 10.8% in the prior year. The offices and programs described above play important roles in closing these gaps. A complete description of the University's actions to close the achievement gap is found in the Institutional Achievement Gap Report submitted to USM on October 1, 2009.

University of Maryland Incentive Awards Programs (IAP)

The University of Maryland Incentive Awards Program was developed in 2001 to recognize and reward young people who want to improve their opportunities through a college education. The program is specifically targeted toward students who demonstrate academic ability, uncommon persistence and maturity despite adverse life situations. While the award is directed toward students who demonstrate a great need for financial assistance, the scholarship component is only a small part of the program.

At the heart of the University of Maryland Incentive Awards Program is the development of individual character, community responsibility and leadership within an intimate community of peers, advisors and faculty mentors. The students who form the core of this community benefit from outstanding academic and support programs and are also active in their home communities as role models for future Incentive Award candidates. In the 2009-2010 academic year, there 45 award winners.

V.   Needed Resources

The University continues to strongly support the diversity initiatives described in this report despite the difficult budget environment. Over $1.5 million was budgeted in state appropriations and student fees in FY10 and again in FY11 to support the OMSE, Nyumburu Cultural Center and Maryland Incentive Awards programs. In addition, individual faculty and staff members have been granted significant funding for diversity-related research projects from sources such as the National Science Foundation and the University System of Maryland Foundation. The campus is now in the third year of a $2.4 million grant program that designated UM as an Asian American and Native American/Pacific Islander serving institution. Among the inaugural class, Maryland was the only academically selective school, and the only school located on the east coast to receive this designation.

However, in order to successfully achieve our diversity goals, the University needs additional resources to:
1. Support the recruitment of diverse faculty and provide special faculty development and retention programs ($3 M);
2. Develop special initiatives to close the student achievement gap ($940 K); and,
3. Enhance its student recruitment activities at the undergraduate and graduate levels, especially in the form of need-based scholarships and fellowships ($5 M).

The $3M in base budget funds is needed to enhance our efforts toward recruitment, development and retention of minority faculty. These funds will be used to provide partial salary support and competitive start-up packages for the new faculty who are hired each year, the development of cluster hiring strategies, as well as supplemental salary and other support to provide competitive retention packages.

The plan requests $940,000 in base budget to support efforts to close the student achievement gap, including supplemental instruction in Math and English, a program developed to ensure "continuous enrollment," study abroad supplement for low-income students, a course on career

opportunities, research internships, and program coordinator and operating expenses. A comprehensive plan along with a budget has already been submitted to the USM. Our efforts aimed at closing the achievement gap have already started on a small scale. In order to institutionalize these efforts and increase the number of students benefiting from the programs, we need funds dedicated to this effort.

Finally the plan requests $5 million in student recruitment activities. We lose many of the best applicants to undergraduate and graduate programs because we offer insufficient financial aid. A significant number of these students are from underrepresented groups. Accordingly, the plan expands our need-based undergraduate scholarships by $2.5M per year, therefore allowing the University to offer 500 additional scholarships at $5,000 per student per year. Further, we propose to increase the graduate fellowships fund by $2M per year, thus offering 100 additional fellowships at $20,000 per year. Finally, we propose $500K per year to enhance our recruitment of students from low-income high schools.

The total requested budget is:
- Faculty Recruitment and Retention $3,000,000
- Closing the Achievement Gap $ 940,000
- Undergraduate Scholarships $2,500,000
- Graduate Fellowships $2,000,000
- Enhanced Recruitment $ 500,000

Total $8,940,000

Programs of Cultural Diversity
University of Maryland, College Park
Appendix

Table 1

Total Undergraduate									
Former Federal Race Coding	Fall 2009				*New Federal Race Coding*	Fall 2010			
	#	%	Male	Female		#	%	Male	Female
American Indian:U.S.	72	<1%	29	43	American Indian or Alaska Native:U.S.	47	<1%	22	25
Asian:U.S.	4,041	15%	2,146	1,895	Asian:U.S.	4,012	15%	2,125	1,887
Black/African-American:U.S.	3,299	12%	1,436	1,863	Black or African American:U.S.	3,195	12%	1,415	1,780
Foreign	598	2%	311	287	Foreign	633	2%	333	300
Hispanic:U.S.	1,637	6%	728	909	Hispanic:U.S.	1,927	7%	904	1,023
Unknown:U.S.	1,523	6%	755	768	Unknown:U.S.	858	3%	495	363
White:U.S.	15,372	58%	8,554	6,818	White:U.S.	15,468	57%	8,607	6,861
					Native Hawaiian or Other Pacific Islander:U.S.	37	<1%	26	11
					Two or More:U.S.	745	3%	361	384
Total	*26,542*		*13,959*	*12,583*	*Total*	*26,922*		*14,288*	*12,634*
Total Graduate									
American Indian:U.S.	25	<1%	13	12	American Indian or Alaska Native:U.S.	12	<1%	6	6
Asian:U.S.	862	8%	438	424	Asian:U.S.	845	8%	420	425
Black/African-American:U.S.	783	7%	325	458	Black or African American:U.S.	804	8%	345	459
Foreign	2,539	24%	1,518	1,021	Foreign	2,455	23%	1,487	968
Hispanic:U.S.	339	3%	157	182	Hispanic:U.S.	383	4%	171	212
Unknown:U.S.	597	6%	302	295	Unknown:U.S.	514	5%	270	244
White:U.S.	5,508	52%	2,799	2,709	White:U.S.	5,518	51%	2,874	2,644
					Native Hawaiian or Other Pacific Islander:U.S.	5	<1%	3	2
					Two or More:U.S.	183	2%	85	98
Total	*10,653*		*5,552*	*5,101*	*Total*	*10,719*		*5,661*	*5,058*

Table 2

Total Faculty									
Former Federal Race Coding	Fall 2009				*New Federal Race Coding*	Fall 2010			
	#	**%**	**Male**	**Female**		**#**	**%**	**Male**	**Female**
American Indian:U.S.	4	<1%	2	2	American Indian or Alaska Native:U.S.	3	<1%	2	1
Asian:U.S.	385	10%	264	121	Asian:U.S.	439	11%	291	148
Black/African-American:U.S.	189	5%	80	109	Black or African American:U.S.	177	4%	81	96
Foreign	458	11%	345	113	Foreign	484	12%	354	130
Hispanic:U.S.	98	2%	53	45	Hispanic:U.S.	106	3%	54	52
Unknown:U.S.	161	4%	92	69	Unknown:U.S.	193	5%	114	79
White:U.S.	2,701	68%	1,664	1,037	White:U.S.	2,713	66%	1,665	1,048
					Native Hawaiian or Other Pacific Islander:U.S.				
					Two or More:U.S.	8	<1%	4	4
Total	*3,996*		*2,500*	*1,496*	*Total*	*4,123*		*2,565*	*1,558*
Total Staff									
American Indian:U.S.	22	<1%	14	8	American Indian or Alaska Native:U.S.	21	<1%	12	9
Asian:U.S.	599	7%	267	332	Asian:U.S.	609	7%	272	337
Black/African-American:U.S.	1,436	16%	613	823	Black or African American:U.S.	1,364	15%	575	789
Foreign	1,519	17%	923	596	Foreign	1,498	17%	930	568
Hispanic:U.S.	473	5%	160	313	Hispanic:U.S.	504	6%	167	337
Unknown:U.S.	504	6%	246	258	Unknown:U.S.	553	6%	280	273
White:U.S.	4,532	50%	2,172	2,360	White:U.S.	4,444	49%	2,203	2,241
					Native Hawaiian or Other Pacific Islander:U.S.	3	<1%	2	1
					Two or More:U.S.	38	<1%	18	20
Total	*9,085*		*4,395*	*4,690*	*Total*	*9,034*		*4,459*	*4,575*

Table 3

African American Studies – Undergraduate									
Former Federal Race Coding	Fall 2009				*New Federal Race Coding*	Fall 2010			
	#	**%**	**Male**	**Female**		**#**	**%**	**Male**	**Female**
American Indian:U.S.					American Indian or Alaska Native:U.S.				
Asian:U.S.					Asian:U.S.				
Black/African-American:U.S.	26	87%	11	15	Black or African American:U.S.	24	89%	11	13
Foreign					Foreign				
Hispanic:U.S.					Hispanic:U.S.	2	7%		2
Unknown:U.S.					Unknown:U.S.				
White:U.S.	4	13%	3	1	White:U.S.	1	4%		1
					Native Hawaiian or Other Pacific Islander:U.S.				
					Two or More:U.S.				
Total	*30*		*14*	*16*	*Total*	*27*		*11*	*16*

Table 4

Women's Studies – Undergraduate									
Former Federal Race Coding	Fall 2009				*New Federal Race Coding*	Fall 2010			
	#	%	Male	Female		#	%	Male	Female
American Indian:U.S.					American Indian or Alaska Native:U.S.	1	1%		1
Asian:U.S.	4	5%		4	Asian:U.S.	7	9%		7
Black/African-American:U.S.	17	22%		17	Black or African American:U.S.	17	21%		17
Foreign	2	3%		2	Foreign				
Hispanic:U.S.	5	6%	1	4	Hispanic:U.S.	10	12%		10
Unknown:U.S.	7	9%		7	Unknown:U.S.	3	4%		3
White:U.S.	44	56%	1	43	White:U.S.	43	53%	3	40
					Native Hawaiian or Other Pacific Islander:U.S.				
					Two or More:U.S.				
Total	*79*		*2*	*77*	*Total*	*81*		*3*	*78*
Women's Studies –Graduate									
American Indian:U.S.					American Indian or Alaska Native:U.S.				
Asian:U.S.	1	4%		1	Asian:U.S.	1	4%		1
Black/African-American:U.S.	5	19%		5	Black or African American:U.S.	6	23%		6
Foreign	5	19%		5	Foreign	4	15%		4
Hispanic:U.S.	1	4%		1	Hispanic:U.S.	1	4%		1
Unknown:U.S.	2	7%		2	Unknown:U.S.	1	4%		1
White:U.S.	13	48%		13	White:U.S.	11	42%		11
					Native Hawaiian or Other Pacific Islander:U.S.				
					Two or More:U.S.	2	8%		2
Total	*27*			*27*	*Total*	*26*			*26*

Table 5

Asian American Studies – Undergraduate									
Former Federal Race Coding	Fall 2009				*New Federal Race Coding*	Fall 2010			
	#	%	Male	Female		#	%	Male	Female
American Indian:U.S.					American Indian or Alaska Native:U.S.				
Asian:U.S.	66	79%	36	30	Asian:U.S.	48	83%	25	23
Black/African-American:U.S.	1	1%		1	Black or African American:U.S.	2	3%	1	1
Foreign	5	6%	5		Foreign	1	2%	1	
Hispanic:U.S.	1	1%		1	Hispanic:U.S.	1	2%	1	
Unknown:U.S.	5	6%	2	3	Unknown:U.S.				
White:U.S.	6	7%	3	3	White:U.S.	3	5%	2	1
					Native Hawaiian or Other Pacific Islander:U.S.				
					Two or More:U.S.	3	5%	1	2
Total	*84*		*46*	*38*	*Total*	*58*		*31*	*27*

Table 6

U.S. Latina/o Studies – Undergraduate									
Former Federal Race Coding	Fall 2009				*New Federal Race Coding*	Fall 2010			
	#	%	Male	Female		#	%	Male	Female
American Indian:U.S.					American Indian or Alaska Native:U.S.				
Asian:U.S.					Asian:U.S.				
Black/African-American:U.S.					Black or African American:U.S.	1	7%		1
Foreign					Foreign				
Hispanic:U.S.	8	89%	6	2	Hispanic:U.S.	14	93%	8	6
Unknown:U.S.					Unknown:U.S.				
White:U.S.	1	11%		1	White:U.S.				
					Native Hawaiian or Other Pacific Islander:U.S.				
					Two or More:U.S.				
Total	*9*		*6*	*3*	*Total*	*15*		*8*	*7*

Table 7

LGBT Studies – Undergraduate				
New Federal Race Coding	Fall 2010			
	#	%	Male	Female
American Indian or Alaska Native:U.S.				
Asian:U.S.	2	6%		2
Black or African American:U.S.	6	19%		6
Foreign				
Hispanic:U.S.	1			1
Unknown:U.S.	1	3%	1	
White:U.S.	16	52%	7	9
Native Hawaiian or Other Pacific Islander:U.S.				
Two or More:U.S.	5	16%	2	3
Total	*31*		*10*	*21*

Table 8

Jewish Studies – Undergraduate									
Former Federal Race Coding	Fall 2009				**New Federal Race Coding**	Fall 2010			
	#	**%**	**Male**	**Female**		**#**	**%**	**Male**	**Female**
American Indian:U.S.					American Indian or Alaska Native:U.S.				
Asian:U.S.					Asian:U.S.				
Black/African-American:U.S.	2	2%		2	Black or African American:U.S.	1	1%	1	
Foreign					Foreign				
Hispanic:U.S.	3	3%		3	Hispanic:U.S.	2	2%		2
Unknown:U.S.	3	3%	1	2	Unknown:U.S.				
White:U.S.	84	91%	39	45	White:U.S.	86	95%	33	53
					Native Hawaiian or Other Pacific Islander:U.S.				
					Two or More:U.S.	2	2%	1	1
Total	*92*		*40*	*52*	*Total*	*91*		*35*	*56*
Jewish Studies –Graduate									
American Indian:U.S.					American Indian or Alaska Native:U.S.				
Asian:U.S.					Asian:U.S.				
Black/African-American:U.S.					Black or African American:U.S.				
Foreign	2	33%		2	Foreign				
Hispanic:U.S.					Hispanic:U.S.				
Unknown:U.S.					Unknown:U.S.	1	33%	1	
White:U.S.	4	67%		4	White:U.S.	2	67%	1	1
					Native Hawaiian or Other Pacific Islander:U.S.				
					Two or More:U.S.				
Total	*6*			*6*	*Total*	*3*		*2*	*1*

Table 9

American Studies – Undergraduate									
Former Federal Race Coding	Fall 2009				*New Federal Race Coding*	Fall 2010			
	#	%	Male	Female		#	%	Male	Female
American Indian:U.S.	1	1%	1		American Indian or Alaska Native:U.S.	1	1%	1	
Asian:U.S.	9	6%	2	7	Asian:U.S.	9	7%	3	6
Black/African-American:U.S.	42	29%	27	15	Black or African American:U.S.	47	35%	37	10
Foreign	1	1%	1		Foreign	2	1%	1	1
Hispanic:U.S.	5	3%	1	4	Hispanic:U.S.	6	4%	2	4
Unknown:U.S.	10	7%	4	6	Unknown:U.S.	6	4%	5	1
White:U.S.	78	53%	32	46	White:U.S.	61	45%	33	28
					Native Hawaiian or Other Pacific Islander:U.S.				
					Two or More:U.S.	4	3%	1	3
Total	146		68	78	*Total*	136		83	53
American Studies – Graduate									
American Indian:U.S.					American Indian or Alaska Native:U.S.				
Asian:U.S.	3	5%	2	1	Asian:U.S.	2	4%	2	
Black/African-American:U.S.	16	28%	9	7	Black or African American:U.S.	19	40%	8	11
Foreign	5	9%	1	4	Foreign	3	6%	1	2
Hispanic:U.S.	6	10%	2	4	Hispanic:U.S.	5	11%	2	3
Unknown:U.S.	5	9%		5	Unknown:U.S.	4	9%	1	3
White:U.S.	23	40%	6	17	White:U.S.	14	30%	4	10
					Native Hawaiian or Other Pacific Islander:U.S.				
					Two or More:U.S.				
Total	58		20	38	*Total*	47		18	29

Table 10

Ethnomusicology – Graduate									
Former Federal Race Coding	Fall 2009				*New Federal Race Coding*	Fall 2010			
	#	%	Male	Female		#	%	Male	Female
American Indian:U.S.	1	3%		1	American Indian or Alaska Native:U.S.	1	4%		1
Asian:U.S.	1	3%		1	Asian:U.S.	1	4%		1
Black/African-American:U.S.	1	3%	1		Black or African American:U.S.				
Foreign	10	32%	2	8	Foreign	8	29%	2	6
Hispanic:U.S.	1	3%		1	Hispanic:U.S.	1	4%		1
Unknown:U.S.	4	13%	4		Unknown:U.S.	3	11%	3	
White:U.S.	13	42%	1	12	White:U.S.	14	50%	2	12
					Native Hawaiian or Other Pacific Islander:U.S.				
					Two or More:U.S.				
Total	31		8	23	*Total*	28		7	21

Table 11

SLLC – Undergraduate									
Former Federal Race Coding	Fall 2009				**New Federal Race Coding**	Fall 2010			
	#	%	Male	Female		#	%	Male	Female
American Indian:U.S.	4	<1%	1	3	American Indian or Alaska Native:U.S.	3	<1%	2	1
Asian:U.S.	108	11%	31	77	Asian:U.S.	107	12%	36	71
Black/African-American:U.S.	114	12%	29	85	Black or African American:U.S.	99	11%	24	75
Foreign	14	1%	5	9	Foreign	11	1%	1	10
Hispanic:U.S.	138	14%	39	99	Hispanic:U.S.	129	14%	42	87
Unknown:U.S.	83	9%	27	56	Unknown:U.S.	27	3%	11	16
White:U.S.	493	52%	165	328	White:U.S.	476	53%	189	287
					Native Hawaiian or Other Pacific Islander:U.S.	1	<1%	1	
					Two or More:U.S.	49	5%	15	34
Total	**954**		**297**	**657**	**Total**	**902**		**321**	**581**
SLLC – Graduate									
American Indian:U.S.					American Indian or Alaska Native:U.S.				
Asian:U.S.	2	3%		2	Asian:U.S.				
Black/African-American:U.S.					Black or African American:U.S.	1	2%		1
Foreign	27	44%	6	21	Foreign	23	40%	4	19
Hispanic:U.S.	5	8%	1	4	Hispanic:U.S.	6	10%	1	5
Unknown:U.S.	3	5%	1	2	Unknown:U.S.	2	3%	2	
White:U.S.	25	40%	2	23	White:U.S.	25	43%	5	20
					Native Hawaiian or Other Pacific Islander:U.S.				
					Two or More:U.S.	1	2%		1
Total	**62**		**10**	**52**	**Total**	**58**		**12**	**46**

Table 12

Study Abroad – Undergraduate									
Former Federal Race Coding	FY 2009				**New Federal Race Coding**	FY 2010			
	#	%	Male	Female		#	%	Male	Female
American Indian:U.S.	6	<1%	4	2	American Indian or Alaska Native:U.S.	4	<1%	1	3
Asian:U.S.	193	10%	110	83	Asian:U.S.	246	12%	101	145
Black/African-American:U.S.	129	7%	87	42	Black or African American:U.S.	139	7%	43	96
Foreign	45	2%	13	32	Foreign	37	2%	11	26
Hispanic:U.S.	103	5%	64	39	Hispanic:U.S.	111	5%	38	73
Unknown:U.S.	140	7%	87	53	Unknown:U.S.	147	7%	57	90
White:U.S.	1258	67%	721	537	White:U.S.	1370	66%	576	794
					Native Hawaiian or Other Pacific Islander:U.S.				
					Two or More:U.S.	11	1%	7	4
Total	**1,874**		**1,086**	**788**	**Total**	**2,065**		**834**	**1,231**

Source: Study Abroad annual report

Table 13

Academic Achievement Program – Undergraduate									
Former Federal Race Coding	Fall 2009				*New Federal Race Coding*	Fall 2010			
	#	**%**	**Male**	**Female**		**#**	**%**	**Male**	**Female**
American Indian:U.S.					American Indian or Alaska Native:U.S.				
Asian:U.S.	49	19%	22	27	Asian:U.S.	44	18%	21	23
Black/African-American:U.S.	98	38%	37	61	Black or African American:U.S.	95	38%	41	54
Foreign					Foreign				
Hispanic:U.S.	54	21%	21	33	Hispanic:U.S.	67	27%	26	41
Unknown:U.S.	13	5%	5	8	Unknown:U.S.	4	2%	1	3
White:U.S.	44	17%	19	25	White:U.S.	30	12%	12	18
					Native Hawaiian or Other Pacific Islander:U.S.				
					Two or More:U.S.	8	3%	1	7
Total	*258*		*104*	*154*	*Total*	*248*		*102*	*146*

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PROGRESS REPORT
ON
INSTITUTIONAL PROGRAM
OF
CULTURAL DIVERSITY

February 25, 2011

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PROGRESS REPORT

The Maryland General Assembly passed Senate Bill 438 and House Bill 905 into law July 1, 2008. The Bills required each higher education institution to submit a plan for its cultural diversity programs on or before May 1, 2009. Each year thereafter, an annual progress report is required. Therefore, this is the 2010 progress report for cultural diversity for the University of Maryland Eastern Shore.

I. ELEMENTS AND ORDER OF INSTITUTIONAL PROGRESS REPORTS FOR A PROGRAM OF CULTURAL DIVERSITY:

a. Status of implementation efforts and demographic data on students, faculty and staff participation by activity delineated in institutional plans.

During the 2008-2009 academic year, the University of Maryland Eastern Shore implemented some activities geared toward enlightening students, faculty and staff relative to diversity issues. The Division of Student Affairs and Enrollment Management and the School of Graduate Studies conducted a new student orientation session for 1,016 students and these students were exposed to diversity information relative to the student body. This information will be reviewed and enhanced for the new admits for fall 2011. The Division of Academic Affairs included diversity information in the Opening of School activity in fall 2010 for all faculty members. These two activities will continue and the information associated with diversity will be updated. The Office of Human Resources conducts a session with all new employees and during this session any questions or concerns regarding diversity are addressed. In the future, more opportunities and efforts will be made available to inform students, faculty and staff of diversity initiatives.

In addition, because of a lack of funds, some of the efforts mentioned in the Diversity Plan had to be delayed. One in particular is assessing the campus climate. It is proposed that an instrument be purchased to access the campus climate relative to diversity concerns.

b. Progress on meeting goals as stated in plan.

The Goals and Key Strategies for the Diversity Plan are grouped under three broad areas: Climate for Living, Learning, and Working; Student Access and Opportunity; and Diverse Faculty and Staff.

The area of Climate for Living, Learning, and Working includes the culture, decisions, practices, policies, and behaviors that constitute the environment at the University of Maryland Eastern Shore. Also included in this area are strategies to enhance cultural diversity sensitivities through training. All members (students, faculty, and staff) of the community will believe that they support an environment conducive to Living, Learning, and Working. The environment at the University of Maryland Eastern Shore is everyone's

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responsibility and it must include a climate of civility and respect for all. The climate sets the tone for success in the areas of recruitment and retention of students, faculty, staff, and administrators.

In the area of Student Access and Opportunity, particular emphasis is placed on the successful graduation of all students, in recognition of the campus' most basic educational mission. However, for this plan the matriculation of non African-American students is emphasized. The plan also includes enrollment, graduation rate and retention goals that contribute to the over-arching aim of increasing the number of degrees earned by non African-American students.

In the area of Diverse Faculty and Staff, the University of Maryland Eastern Shore believes that a strong faculty is a diversified faculty. Diversity brings a whole world of knowledge by looking at and viewing learning from different perspectives.
In Senate Bill 438 and House Bill 905, the definition for "Cultural Diversity" means the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education. Therefore, the Diversity Plan for the University of Maryland Eastern Shore will address cultural diversity (racial and ethnic groups) among its students, faculty and staff populations.

The University of Maryland Eastern Shore seeks to provide realistic goals for diversity relative to student, faculty and staff. The goal, however, from the "Diversity Plan" is to match or reflect the diversity of the student body. Therefore, all goals will be set at a level to match student enrollment. The terms African-American and non African-American will be the terminology used for the establishment of goals. The term non African-American will include: Native-American, Asian-American, Hispanic-Americans, White, Foreign and others.

The Diversity Plan for the University of Maryland Eastern Shore has ten goals and they were developed as benchmarks to gauge improvement toward obtaining them. Therefore, the remainder of this section will state the goals and a summary of outcomes. However, Goals 1.A. and 1.B. have no benchmarks and will be assessed by the implementation of the strategies.

GOAL 1: Climate for Living, Learning and Working

The University of Maryland Eastern Shore is committed to fostering a campus environment of inclusion, knowledge and understanding in which faculty, staff and students learn to value diversity and to respect the individual differences that enrich the University community.

Goal 1.A.: Campus Environment – Continue to build and maintain a campus environment that is inclusive, safe and respectful for people.

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Outcome

The key strategies developed and implemented to address this goal is on-going. The strategy leaders have embraced the strategies and in most cases implemented them. The University is currently reviewing an instrument to gauge campus climate. Current policies have been reviewed in the undergraduate and graduate bulletins to identify barriers that might impact students from attending. A new faculty orientation program has been developed to inform them of important data associated with the campus. The Residence Hall person has implemented diversity program for students.

In summary for this goal, which is ongoing, the University is making great progress and it will make adjustments and move forward. The Division of Academic Affairs will partner with Human Resources to continue this ongoing goal.

Goal 1.B: Learning Experiences for Diversity – Provide increased opportunities for enhanced awareness of multicultural issues and foster an appreciation of the full range of human experience among students, faculty and staff.

Outcome

During the summer of 2010, six summer enrichment programs were held on the UMES campus, and they were: 1) Reach for the Stars, 2) Gross Anatomy Pre-matriculation Preparation Workshop, 3) Human Ecology Pre-College Education Enhancement Program, 4) National Youth Sports Program, 5) Summer Enrichment Academy, and 6) Upward Bound. In 2008-2009, 378 students attended our summer programs and in 2009-2010, 327 attended. The number of students attending summer programs decreased. However, the number of summer programs increased. Therefore Goal 1.B was met.

During these summer programs students are exposed to multicultural issues. The goal is ongoing. (See Table 1.)

Table 1: 2010 Summer Programs

Race	Gender		Total
	M	F	
African-American/Black	113	147	260
American Indian or Alaska Native	0	1	1
Asian	4	3	7
Hispanic/Latino	5	4	9
White	15	23	38
Native American or other Pacific Islander	1	0	1
Two or more races	4	7	11
TOTAL	142	182	327

GOAL 2: Student Access and Opportunity

The University of Maryland Eastern is committed to ensuring equal access and opportunity for high quality education at the University of Maryland Eastern Shore for all non African-American students.

Goal 2.A.: Undergraduate Degrees Awarded – Demonstrate continuing improvement in the number of bachelor's degrees earned by non African-American students. (The total number of degrees for the 2008-2009 baseline reporting year was 86.) (Strategy Leader: Vice President for Academic Affairs)

Outcome

During the 2009-2010 academic year, a total of 79 non African-American students earned Bachelor's degrees from UMES. The baseline data for 2008-2009 was 86. Therefore, the number did not improve during the 2009-2010 academic year. Therefore, Goal 2.A was not met. The University will review Goal 2.A and examine the strategies for obtainment.

Contributing Goals:

Goal 2.A.1

New Students - Demonstrate continuing improvement in the number of new non African-American students who enter UMES as freshmen and transfers. (The total for the 2008-2009 baseline reporting year was 236. (Strategy Leaders: Vice President for Student Life and Enrollment Management and the Academic Deans)

Outcome

During the 2009-2010 academic year, a total of 193 new non African-American freshman and transfer students entered UMES. The baseline data for 2008-2009 for new non African-American students who entered UMES as freshmen and transfers was 236. With a lower enrollment of new students for 2009-2010, the enrollment for non African-American students decreased. Therefore, Goal 2.A.1. was not met. The University will review this goal for obtainment.

Goal 2.A.2
Retention Rates
Continue to enhance the first-year retention rate for non African-American students. (The rate for the 2008-2009 baseline reporting year was 69. (Strategy Leaders: Vice President for Academic Affairs)

Outcome

During the 2009-2010 academic year, 39 non African-American students

returned for the fall semester of 2010. During the 2008-2009 academic year, 69 non African-American students returned for the fall semester of 2008. Therefore, Goal 2.A.2 was not met.

Goal 2.B: Graduate Degrees Awarded - Demonstrate continuing improvement in the number of graduate degrees (including master's and doctoral degrees) earned by African-American students. (The total for the 2008-2009 baseline reporting year was 36.)

Outcome

During the 2009-2010 academic year, a total of 18 graduate degrees (including masters and doctoral degrees) were earned by African-American students. In 2008-2009, the baseline data was 36 degrees earned by African-American students. Therefore, Goal 2.B was not met.

Contributing Goals:

Goal 2.B.1

New Graduate Students
Demonstrate continuing improvement in the number of graduate-level (including master's and doctoral) African-American students. (The total for the 2008-2009 baseline reporting year was 224.

Outcome

During the 2009-2010 academic year a total of 441 graduate-level (including master's and doctoral) African-American students were enrolled. The baseline data for 2008-2009 was 224. Therefore, the number of graduate level African-American increased and Goal 2.B.1 was met.

GOAL 3 – DIVERSE FACULTY AND STAFF

The University of Maryland Eastern Shore is committed to building and maintaining a diverse community of faculty and staff that reflects a broad range of racial/ethnic groups, cultures, and perspectives.

Goal 3.A: African-American Faculty - Demonstrate continuing improvement in the number of African-American tenured and tenure-track faculty. (The total for the 2008-2009 baseline reporting year was 48.

Outcome

During the 2009-2010 academic year, a total of 48 African-American faculty were tenured and on tenure-track. The baseline data for 2007-2008 was 48. Therefore, for Goal 3.A, the number remained the same.

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Goal 3.B.: Non African-American Administrators - Maintain the number of non African-American full-time Executive/Administrative/Managerial Staff. (The total for the baseline reporting year of 2008-2009 was 18.

Outcome

During the 2009-2010 academic years, a total of 18 non African-American full-time Executive/Administrative/Managerial staff was employed. The baseline data for 2007-2008 was 18. Therefore, Goal 3.B was met.

Goal 3.C: Non African-American Staff Members - Demonstrate continuing improvement in the number of job titles where non African-Americans are currently underrepresented. (The total for the 2008-2009 baseline reporting year was 121.)

Outcome

During the 2009-2010 academic year, a total of 117 non African-Americans were employed as staff members. In 2008-2009, a total of 121 non African-Americans were employed. Therefore, Goal 3.C was not met.

c. **A description of the way the institution addressed cultural diversity among students, faculty, and staff**

As a public institution of higher education, the University of Maryland Eastern Shore has a special responsibility to create and maintain a climate that affirms diversity of persons as well as diversity of views. Diversity is an indispensable component of academic excellence. A commitment to diversity means a commitment to the inclusion of faculty, staff, and students from all ethnic groups. Among these characteristics are race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability. According to Senate Bill 438 and House Bill 905, "Cultural Diversity" means the inclusion of those racial and ethnic groups, and individuals that are or have been underrepresented in higher education.

In Senate bill 438 and House Bill 905, the definition for "Cultural Diversity" means the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education. Therefore, the Diversity Plan for the University of Maryland Eastern Shore addresses cultural diversity (racial and ethnic groups) among its students, faculty and staff populations. To address such, the University of Maryland Eastern Shore seeks to provide realistic goals for diversity relative to student, faculty and staff. The goal, however, from the "Diversity Plan" is to match or reflect the diversity of the student body. Therefore, all goals will be set at a level to match student enrollment. The terms African-American and non African-American will be the terminology to address goals. The term non African-American will include: Native-American, Asian-American, Hispanic-American, White, Foreign and others.

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d. Status of institutional enhancement of programs of cultural diversity, if improvement was needed.

The Cultural Diversity Program at the University of Maryland Eastern Shore needs improvement. First of all, the Diversity Plan was developed without any additional funds and offices across campus worked together to realize most of the goals. However, to have a viable and productive cultural diversity program, funds must be available. (See Budgetary Needs on page 10.)

e. Status report on campus-based hate crimes and bias-motivated incidents that occurred on campus including demographic data.

During the 2009-2010 academic year, the Office of Public Safety reported no campus-based hate crimes.

f. A summary of the resources used and needed, including State grants, to effectively recruit and retain a culturally diverse student body, faculty, and staff.

The University of Maryland Eastern Shore does not have funding dedicated to recruit and retain a culturally diverse student body, faculty, and staff. The funds used are State funds to recruit and retain a diverse student body, faculty and staff. The University reviews its policies to ensure that they do not impact on students attending and faculty and staff being hired. In addition, the University does not have any State grants.

g. Status of enhancement of cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff of the institution. Provide demographic data on participants.

The University of Maryland Eastern Shore has identified some cultural diversity programming and sensitivity diversity initiatives that can be used for instructional and training purposes. This, however, is an ongoing process and making sure that the appropriate ones are selected will be a campus wide decision. Most academic departments have diversity initiatives embedded in the curriculum. Some of the accreditation associations, councils, and societies have diversity training or information related to diversity in their standards, such as, the National Council for the Accreditation of Teacher Education and the Middle States Commission on Higher Education.

Although, there are many diversity programming initiatives that can be addressed, the University of Maryland Eastern Shore needs funds to realize any meaningful cultural diversity program. This includes funds for curriculum revisions to include diversity programming.

II. DEMOGRAPHIC DATA: (See Table 2, 3 and 4 on pages 10-11

UNIVERSITY OF MARYLAND EASTERN SHORE

Table 2: UMES Student Enrollment* Fall 2008, 2009, and 2010 by Race/Ethnicity

Race /Ethnicity	2008-2009				2009-2010				2010-2011			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	3,314	80.6%	1,234	2,080	3,439	80.7%	1,331	2,108	3,340	76.9%	1,348	1,992
American Indian or Alaskan Native	10	0.2%	3	7	8	0.2%	5	3	18	0.4%	7	11
Asian	60	1.5%	36	24	63	1.5%	31	32	90	2.1%	36	54
Hispanic/Latino	53	1.3%	26	27	63	1.5%	26	37	100	2.2%	37	64
White	502	12.2%	224	278	591	13.9%	270	321	627	14.4%	301	326
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA	3	0.0%	2	1
Two or More Races	NA	NA	NA	NA	NA	NA	NA	NA	39	1.0%	14	25
Did Not Self-Identify	171	4.2%	74	97	98	2.3%	39	59	128	3.0%	57	71
Total	4,110	100.0%	1,597	2,513	4,262	100.0%	1,702	2,560	4,345	100.0%	1,801	2,544

*Foreign students are not included

Table 3: UMES Faculty* Profile Fall 2008, 2009, and 2010 by Race/Ethnicity

Race /Ethnicity	2008-2009				2009-2010				2010-2011			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	119	38.6%	60	59	120	39.7%	60	60	123	37.4%	61	62
American Indian or Alaskan Native	2	0.6%	1	1	2	0.7%	1	1	3	0.9%	1	2
Asian	29	9.4%	18	11	22	7.3%	13	9	25	7.6%	14	11
Hispanic/Latino	6	1.9%	3	3	7	2.3%	4	3	8	2.4%	4	4
White	149	48.4%	78	71	148	49.0%	82	66	162	49.2%	84	78
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA	0	0.0%	0	0
Two or More Races	NA	NA	NA	NA	NA	NA	NA	NA	3	0.9%	2	1
Did Not Self-Identify	3	1.0%	1	2	3	1.0%	0	3	5	1.5%	2	3
Total	308	100.0%	161	147	302	100.0%	160	142	329	100.0%	168	161

*Foreign faculty are not included

UNIVERSITY OF MARYLAND EASTERN SHORE

Table 4: UMES Staff* Profile Fall 2008, 2009, and 2010 by Race/Ethnicity

Race /Ethnicity	2008-2009				2009-2010				2010-2011			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	384	73.6%	159	225	430	73.6%	171	259	441	76.0%	174	267
American Indian or Alaskan Native	3	0.6%	1	2	4	0.7%	0	4	4	0.7%	0	4
Asian	25	4.8%	14	11	7	1.2%	2	5	5	0.9%	1	4
Hispanic/Latino	5	1.0	3	2	10	1.7%	5	5	5	0.9%	3	2
White	101	19.3%	56	41	128	21.9%	75	53	119	20.5%	71	48
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA	0	0.0%	0	0
Two or More Races	NA	NA	NA	NA	NA	NA	NA	NA	2	0.3%	1	1
Did Not Self-Identify	4	0.8%	2	2	5	0.9%	3	2	4	0.7%	3	1
Total	522	100.0%	235	287	584	100.0%	256	328	580	100.0%	253	327

*Foreign staff are not included

III. BUDGETARY NEEDS

To fully implement and realize the goals of this "Diversity Initiative", the University will need additional reoccurring resources which are itemized in the projected budget below:

Budget
Institutional Program of Cultural Diversity

CATEGORY/ITEM	FUNDING NEEDED	FRINGE BENEFITS
Diversity Coordinator	$ 75,000	$ 13,500
Undergraduate Minority Recruiter	$ 55,000	$ 9,900
Graduate Recruiter	$ 45,000	$ 8,100
Scholarship Funds	$ 200,000	
Consultant Fees	$ 10,000	
Recruitment Materials	$ 45,000	
Office Supplies	$ 15,000	
Information Technology Equipment	$ 10,000	
Travel	$ 16.000	
International Travel	$ 50,000	
Professional Development	$ 15,000	
Sub - Total	$ 536,000	$ 31,500
TOTAL	$ 851,000	

IV. CONCLUSION

In conclusion, the University of Maryland Eastern Shore (UMES) has completed its progress report on cultural diversity. The University had three main goals: 1) *Climate for Living, Learning and Working;* 2) *Student Access and Opportunity*, and 3) *Diverse Faculty and Staff.* These main goals have sub-goals that are measurable at this time except for *Goal 1A* and *Goal 1B* which are on-going goals and will be measured after the appropriate instrument to gauge campus climate has been selected.

UNIVERSITY OF MARYLAND
UNIVERSITY COLLEGE

University of Maryland University College
Diversity Initiatives

February 26, 2011

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

Dear Dr. Wolfe:

Attached please find University of Maryland University College's (UMUC) 2009-2010
Annual Progress Report on Programs of Cultural Diversity.

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

Sincerely,

Blair H. Hayes,
Director
Diversity Initiatives

University of Maryland University College

2009-2010 Annual Progress Report
On
Programs of Cultural Diversity

February 25, 2011

University of Maryland University College
2009-2010 Annual Progress Report
On
Programs of Cultural Diversity
February 25, 2011

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 2009-
2010 UMUC Annual Progress Report on Programs of Cultural Diversity. UMUC
promotes a climate for diversity and inclusion to ensure that students, faculty, and staff
value the variety of perspectives, experiences, and backgrounds that are comprised within
UMUC. Contained within this report is the progress that UMUC has made since the
submission of the formal plan to the University System of Maryland (USM) in 2009.

**I. Status of Implementation Efforts and Demographic Data on Student, Faculty,
and Staff Participation by Activity Delineated in Institutional Plans**

The Institutional Diversity Plan for UMUC was developed to maintain high standards in
its recruiting, cultivation, and development of staff and faculty while promoting diversity.
The UMUC Core Values have been implemented and communicated throughout the
University to promote cultural diversity, creativity, and respect of all individuals. The
UMUC Core Values are: 1) Students First, 2) Accountability, 3) Diversity, 4) Integrity,
5) Excellence, 6) Innovation, and 7) Respect. These core values along with the programs
developed through the Office of Diversity Initiatives provide the platform for diversity
and inclusion to continue to spread throughout the University.

The "Plan for Programs of Cultural Diversity" included the following key areas of
implementation:

- Monitoring and Reporting
- Students
- Academic Programs
- Faculty
- Staff
- Recruitment of Staff and Faculty

A. Monitoring and Reporting

The Offices of Human Resources, Planning and Accountability, and Diversity Initiatives
combine to monitor the demographic trends throughout the University. The University
monitors student enrollments, staff demographics, and faculty demographics to identify
potential demographic trends that have emerged. Additionally, to ensure that the
University continues to be inclusive of the community, the University tracks all
Marketing and Communications messaging to broaden the message and maintain cultural
sensitivity.

Regular reports are provided to the leadership of the University to communicate the current trends emerging regarding UMUC demographics. These reports include:

- The Faculty, Staff, and Student Data Report
- The Term Enrollment Report
- The Sexual Harassment Training Module Completion Report
- The Monthly Global Headcount Report

Over the past year, the Office of Diversity Initiatives has instituted several Diversity Awareness Training Programs. The Office of Diversity Initiatives, along with the Office of Human Resources, tracks the participation and completion of all staff and faculty that have completed Diversity Training Programs to ensure that staff and faculty are continuously being educated on diversity and inclusion.

The Offices of Legal Affairs, Human Resources, and Diversity Initiatives combine to track EEO inquiries and complaints that are filed with the Office of Diversity Initiatives. All individuals that inquire about potential instances of discrimination or sexual harassment are contacted and informal 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 our 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.

B.   Students

UMUC continues to have one of the most diverse student bodies of any USM institution. The diversity of the student body has remained stable over the past year, with only minor changes within some of the under-represented groups that are being tracked. As shown in Table 1 below, the total number of students enrolled at UMUC locations in Maryland increased by 4,662 from Fall 2009 to Fall 2010, an overall increase of 13%. The largest increase was seen in the enrollment of African-American students (11%). Further, we began tracking students who identified that they were of more than one race which represents 3% of the current student population. White students constituted 39% of the student body in the Fall of 2010, with under-represented minorities at 46%, compared to 38% white and 45% under-represented minorities in Fall 2009.

UMUC's student population in Maryland was 45% male and 55% female in Fall 2010, which mirrors the gender proportions in Fall 2009. The African-Americans

subpopulation is 63% female and 37% male, while the American Indian subpopulation is 56% female and 44% male.

Table 1. Number of Students Enrolled in Fall 2010, by Ethnicity and Gender				
	Number	**Percent**	**Male**	**Female**
African American/Black	13718	35%	5115	8603
American Indian or Alaska Native	196	1%	87	109
Asian	1926	5%	1043	883
Hispanic/Latino	1922	5%	920	1002
White	15171	39%	7759	7412
Native Hawaiian or other Pacific Islander	79	0%	32	47
Two or more races	1104	3%	492	612
Did Not Self Identify	4718	12%	1921	2797
TOTAL	38834		17369	21465

**Note: The table above does not include data related to Non-Resident Aliens (Male – 332 and Female – 411).

C.   Academic Programs

As an institution of higher learning, UMUC is committed to educating students and this includes educating students about various aspects of diversity. Three courses have been designed and developed within the Behavioral and Social Science curriculum to enhance diversity knowledge. These courses include:
- BEHS 220 - Diversity Awareness
- BEHS 320 - Disability Studies
- BEHS 453 - Domestic Violence

These courses are part of the School of Undergraduate Studies curriculum and the Diversity Certification program (described below).

Table 2. Diversity Courses Participation

Courses	# of Participants
Diversity Awareness	234
Disability Studies	192
Domestic Violence	496

Post-Baccalaureate Certificate in Diversity Awareness – An 18-credit (6 courses) interdisciplinary certificate focused on applying social science concepts to foster an awareness and sensitivity to the diverse groups that an individual is likely to encounter in today's workplace. It is intended for those currently working in human resource, personnel, and management sectors to update and expand their knowledge,

understanding, and awareness of contemporary diversity issues. Students may complete this certificate while pursuing bachelor's degrees in majors such as business administration, communication studies, criminal justice, and human resource management.

Additional courses are provided for individuals from under-represented populations to provide them with study and writing skills necessary for academic success. These courses include:

1. EDCP 100 – Principles & Strategies of Successful Learning. An optional 3-credit course that serves as an introduction to knowledge and strategies designed to promote success in the university environment. Focus is on developing the study, interpersonal, and self-management skills and attitudes needed to achieve academic objectives. Topics include the university's mission, resources, and requirements. A series of self-assessments serve as tools to identify values and goals for individual life planning and educational success.

2. Intensive Writing Courses – Sections for Speakers of Native Languages Other than English. These include Introduction to Writing; Business Writing; Advanced Expository & Research Writing; and Technical Writing.

D.   Faculty

Table 3 depicts the ethnicity and gender demographics for UMUC faculty in Fall 2010. The largest group (49% in Fall 2010) of faculty are those classified as "Did Not Self Identify", an increase of 5% from Fall 2009 (44% in Fall 2009). Many faculty members decline to identify their race or report as "other". The second largest group of faculty is white faculty members at 39% in Fall 2010, compared to 42% in Fall 2009. Asian, Hispanic, and American Indian faculty represent small segments of the total faculty at a combined 5% of the total faculty representation.

Males comprise 57% of the faculty and females 43% in Fall 2010.

Table 3. Number of Faculty in Fall 2010, by Ethnicity and Gender				
	Number	**Percent**	**Male**	**Female**
African American/Black	155	7%	84	71
American Indian or Alaska Native	13	1%	10	3
Asian	67	3%	57	10
Hispanic/Latino	26	1%	15	11
White	823	39%	475	348
Native Hawaiian or other Pacific Islander	0	0%	0	0
Two or more races	0	0%	0	0

Did Not Self Identify	1043	49%	578	465
TOTAL	2127		1219	908

**Note: The table above does not include data related to Non-Resident Aliens (Male – 46 and Female – 20).

E.   Staff

As shown in Table 4 below, the total number of staff employed at UMUC locations in Maryland increased by 3% in 2010 compared to 2009, to 1144 from 1116. The relative proportions of the various subpopulations and under-represented groups remained virtually unchanged over the past year. However, there was a slight increase in the proportion of female staff to 67% from 66% in 2009. Further, within the Asian-American subpopulation the proportion of female staff increased to 70% in 2010 from 60% in 2009.

Table 4. Number of Staff in Fall 2010, by Ethnicity and Gender				
	Number	**Percent**	**Male**	**Female**
African American/Black	290	25%	70	220
American Indian or Alaska Native	3	0%	2	1
Asian	76	7%	23	53
Hispanic/Latino	29	3%	9	20
White	468	41%	167	301
Native Hawaiian or other Pacific Islander	1	0%	0	1
Two or more races	2	0%	0	2
Did Not Self Identify	275	24%	102	173
TOTAL	1144		373	771

**Note: The table above does not include data related to Non-Resident Aliens (Male – 26 and Female – 27).

F.   Recruitment of Staff and Faculty

The Office of Human Resources and the Office of Diversity Initiatives have partnered to examine UMUC recruiting and hiring practices. To ensure that all job searches are inclusive and that there is no implicit or explicit discrimination against any individuals, all members of search committees are instructed as to what are legal and illegal interview questions. Sample questions are provided to interviewers that indicate what appropriate interview questions are pertaining to:
- Age
- Gender
- Citizenship

- Criminal Record
- Health and Physical Abilities
- Family/Marital/Parental Status
- Military
- National Origin
- Race or Skin Color
- Religion
- Residence

Additionally, as a core value, diversity is included in behavioral interview questions for leadership, management, and staff hiring. The Diversity Core Value states that UMUC recognizes that "each individual brings value to our university and our results." Each interviewer is asked to prepare behavioral questions that gauge the interviewees experience and expertise in working in diverse environments. Additionally, interviewees for supervisory positions are asked about their skills managing employees from diverse backgrounds.

II. Progress on Meeting Goals as Stated in Plan

As outlined in Section I, UMUC continues to make significant progress against the original UMUC Cultural Diversity Plan. As the University continues to grow both locally and internationally, the Cultural Diversity Plan is an integral part of the strategic objectives and mission of the University. Decisions made regarding educational program development, hiring, training, and EEO compliance are made with the Cultural Diversity Plan as a reference. The plan will continue to be part of the strategic approach to diversity and will be amended as the President and the Office of Diversity Initiatives Director continue to chart the direction of the office.

III. A Description of the Way the Institution addressed Cultural Diversity Among Students, Faculty, and Staff

To expand cultural diversity awareness among students, faculty, and staff numerous programs and communications were developed for the University. The UMUC Diversity Poster series has continued with the development of posters highlighting Hispanic Heritage Month and Disability Awareness Month. A strategy has been implemented to ensure each month a different heritage is recognized to increase information regarding the variety of cultures and heritages that comprise UMUC. Posters are displayed in each department and each of the public spaces throughout UMUC locations. To further communicate information regarding a particular months 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 also receiving the diversity messaging, we utilize UMUC's social media platform to engage all students in the virtual diversity discussion.

Throughout the year, tools and resources were provided to support awareness of diversity and federally recognized cultural holidays. UMUC provides a multicultural diversity calendar for all staff, faculty, and students to receive information regarding diversity events and information. Additionally, in September, UMUC recognized U.S. Constitution Day by distributing pocket-size constitutions.

UMUC is committed to providing forums for conversations and dialogue related to how diversity is managed throughout the University. To that end, the Director of Diversity Initiatives worked with the UMUC-Society of Human Resources Management to present a lecture about diversity at UMUC and how to ensure effective diversity program implementation. This learning opportunity was designed to promote awareness of diversity and to further their knowledge of diversity program management. Additionally, the Director participated in a panel discussion for the African-American Association of Human Resource professionals to discuss the University's approach to diversity implementation. UMUC has also continued to serve as host and sponsor of the Top 100 Minority Business Entrepreneur (MBE) program. The annual event highlights minority and woman owned businesses throughout the Washington DC Metro Region that are recognized as leaders in the business world.

An integral part of the cultural diversity efforts at UMUC are the outreach activities that 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 2010, UMUC sponsored two dragon boat events for the UMUC Virtual Dragons. The dragon boat festivals are events that originate as a celebration of Asian culture and provide individuals from all backgrounds the opportunity to work together during dragon boat races. A total of 50 (UMUC staff, students, and alumni competed in the 9th Annual Washington DC Dragon Boat Festival and the 9th Annual Philadelphia Dragon Boat Festival. UMUC also sponsored the UMUC Tigers Softball Team, comprised of 28 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. The UMUC Virtual Dragons won a combined four gold medals in the festivals and the UMUC Tigers won the 2010 Softball League Championship.

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

In Spring 2010, a new Director of Diversity was hired to lead the Office of Diversity Initiatives. This change in the personnel within the Office of Diversity Initiatives was designed to enhance the direction of the office and to ensure that there was seamless collaboration between the offices of Diversity, Human Resources, and the General Counsel. These relationships are critical in building the diversity climate throughout the University and to position the office to best respond to diversity issues that may arise. Since evaluating the office and the climate for diversity within the University, the new Director has begun moving the office forward. The Director reports directly to the President of the University ensuring that all issues related to EEO and diversity are given

the proper attention and that any resources that are needed can be obtained. Further, the Director of Diversity is an acting member of the UMUC Cabinet ensuring that diversity and cultural perspectives are part of leadership discussions on a regular basis.

Additionally, the Disability Services Department was moved from reporting to the Office of Student Affairs to the Office of Diversity Initiatives. Previously, the Disability Services Department only oversaw accommodations for UMUC students, while staff accommodations were handled through the Human Resources Office. By combining the functions of the Disability Services Department and having the department report to the Director of Diversity there is a more consistent approach to delivering disability services and ensuring that the University is compliant with ADA policies. Additionally, this has led to the development of new training materials that will be used to inform faculty and staff about how to support students and staff with disabilities.

V. Status Report on Campus-based hate crimes and bias-motivated incidents that occurred on campus including demographic data

Over the course of the past year, there have been no reported incidents of hate crimes that have occurred. The University continues to provide a forum for individuals to report any incidents that occur and works to build a climate wherein such incidents will not be tolerated. Further, the Behavioral Assessment Review Team (BART) has been established to allow individuals that feel they are in danger or that are in distress to reach out to a 24-hour hotline. The BART Team is composed of leadership throughout the University including the President's Office, Office of Human Resources, Office of Diversity Initiatives, Office of Student Affairs, General Counsel's Office, Disability Services, and the Provost's Office. The Team meets regularly to discuss emergency preparedness and to receive training regarding appropriate responses to crisis situations.

VI. A Summary of Resources used and needed, including State grants, to effectively recruit and retain a culturally diverse student body, faculty and staff

Diversity initiatives and cultural programs for the University are supported through a dedicated Office of Diversity Initiatives budget. The budget supports diversity programming, disability accommodations, diversity marketing and communications, and diversity outreach. The University researches potential grants to enhance programming, however at this time we are not relying on grants to fund these activities.

VII. Status of enhancement of Cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff of the institution.

Over the past year, the Office of Diversity Initiatives has expanded 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 Diverse Environment – Employee Training
- 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 is appropriate and inappropriate behavior when working with colleagues and students. UMUC students have also participated in the Sexual Harassment Training Module to receive information related to workplace conduct. During new hire orientation individuals are instructed to complete the mandatory training program and compliance with this requirement is tracked by the Office of Diversity Initiatives. Participants in the Sexual Harassment Training included:
- Students – 158
- Non-Supervisors – 142
- Faculty – 90
- Supervisors - 30

The Human Resources Office continues to provide ongoing employee development through a proprietary online training program called UMUC LEAD (Learning, Education, Advancement, and Development), formerly known as Skillsoft. The LEAD catalog courses cover a wide array of topics which all UMUC employees may access online at any time, with more than 20 modules that address diversity issues. Additionally, the Office of Diversity Initiatives and the Office of Human Resources have partnered to present training on Equal Employment Policies and Procedures. The two courses; 1) A Supervisor's Guide to Understanding, Preventing, and Correcting Sexual Harassment, Discrimination, and Retaliation; and 2) A Guide to Understanding, Preventing and Correcting and Unlawful Harassment, Discrimination and Retaliation have been piloted in the UMUC Asia locations and are currently being rolled-out Stateside.

CONCLUSIONS

UMUC continues to pride itself on being a diverse and inclusive environment. The staff, students, and faculty reflect the full range of cultures and ethnicities that are part of the communities throughout Maryland and the Nation. The training and awareness programs that have been instituted allow all members of the UMC community to learn about one another and to foster a climate of respect and inclusion. We are confident in the direction that we are headed and continue to look for opportunities to improve our diversity programs.