



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Programs of Cultural Diversity Progress Report

COMMITTEE: Education Policy

DATE OF COMMITTEE MEETING: June 6, 2012

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 August 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 September 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." Individual campus reports may be accessed at <http://www.usmd.edu/regents/agendas/ed060612.php>.

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

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

CHANCELLOR'S RECOMMENDATION: That the Committee on Education Policy recommend that the Board of Regents approve the institutional programs of cultural diversity progress reports submitted in Spring 2012.

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Irwin L. Goldstein

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

June 6, 2012

Background

Effective 1 July 2008, Maryland 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 July 1 of each year each institution is required to submit its plan to the governing body for review. On or before September 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, the University System of Maryland (USM) has taken a more inclusive approach to cultural diversity based on advice from the Attorney General's Office as of May 15, 2008 that states: "a plan that will include race-conscious elements should not be implemented in a manner that will limit the elements of 'cultural diversity' solely to racial and ethnic considerations." Without exception, institutional programs of cultural diversity are explicitly linked to institutional mission, vision, core values, strategic plan, and in many cases accreditation standards. In implementing institutional plans, cultural diversity is viewed and applied in its broadest possible sense across USM institutions. Thus, there is variation as to how each institution approaches, implements, and enhances its program of cultural diversity. The implementation strategies, timelines, and resources for meeting the institutional goals of their programs vary as well, although there are common themes, elements, and approaches across USM institutions.

The 2012 Progress Report

Consistent with the requirements of this legislation, each USM institution submitted its plan for a program of cultural diversity to the Board of Regents for its initial review and approval in March 2009. This 2012 progress report provides a brief summary for the following six areas of the more detailed institutional progress reports that are attached:

- significance of an institutional plan for a program of cultural diversity;
- way an institution addresses cultural diversity among its students, faculty, and staff;
- enhancement of an existing program of cultural diversity;
- process for responding to reporting campus-based hate crimes and bias-motivated incidents;
- summary of any resources, including State grants, needed to effectively recruit and retain a culturally diverse student body, faculty, and staff; and
- instruction and training of the student body, faculty, and staff to enhance cultural diversity programming and sensitivity to cultural diversity.

As the Board of Regents requested in its initial review of institutional plans, demographic and participation data on student, faculty, and staff are provided in each institutional report. Although provided in separate institutional crime reports to the Board of Regents, summary institutional data are also provided on hate crimes and bias-motivated incidents in a table below.

For brevity, selected institutional examples are provided throughout this report solely to illustrate both the range and nature of 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. Thus, exemplary transformative initiatives can be found in every USM institution.

The significance of an institutional plan for a program of cultural diversity

Institutional plans reveal considerable variation in the history, complexity, scope, organization, resource commitment, and level of institutional engagement in programs of cultural diversity across the USM. The successful development, implementation, maintenance, and as may be appropriate, modification of programs of cultural diversity work not only to promote an appropriate campus environment and climate, but continue to bring institutional recognition. Based on the most recently available data on the Top 100 Graduate Degrees Conferred for academic year 2009-2010 as cited in the national magazine, *Diverse Issues in Higher Education*, the **University of Maryland University College**, **University of Maryland, Baltimore**, **University of Baltimore**, and **University of Maryland, College Park** are all ranked for master's and doctoral degrees awarded to students of color. For example, the **University of Maryland University College** ranked fourth and the **University of Maryland, Baltimore** ranked 72nd in African-American master's degrees-all disciplines combined. *Diverse Issues in Higher Education* also found that for academic year 2009-2010, the **University of Maryland College Park** ranked fourth among AAU institutions in the production of doctoral degrees for African American students, and second among AAU institutions in undergraduate degrees. The institution placed 10th among AAU institutions in the production of doctoral degrees in engineering for Hispanic students.

Given the Chancellor's initiative on closing the achievement gap among low-income and underrepresented minorities and the institutional efforts to close this gap, it is noted that *Diverse* magazine ranks the **University of Maryland, College Park** (20), **University of Maryland University**

College (24), Bowie State University (46), Towson University (89), Coppin State University (91), and the University of Maryland Eastern Shore (91) in the Top 100 for the conferral of bachelor's degrees to African Americans – all disciplines combined.

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

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

- *Diversity Councils and/or Diversity Officers*

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

- Councils, Committees, Offices, and or Diversity Officers:

Frostburg State University (FSU): *President's Advisory Council on Diversity*

Salisbury University (SU): *Chief Diversity Officer, Office of Diversity, Salisbury University Governance Consortium Cultural Diversity Committee*

Towson University (TU): *Diversity Coordinating Council and TU Assistant to the President for Diversity, Office of Diversity and Equal Opportunity*

University of Baltimore (UB): *Office of Diversity Education*

University of Maryland Baltimore (UMB): *Diversity Advisory Council*

University of Maryland Baltimore County (UMBC): *Diversity Council, Program Coordinator for Faculty Diversity*

University of Maryland College Park (UMCP): *Office of University Diversity, Office of Multi-Ethnic Student Education, the LGBT Equity Center, the Nyumburu Cultural Center, and the Office of Diversity Education and Compliance and newly appointed Chief Diversity Officer, and to be established a Diversity Advisory Council*

University of Maryland University College (UMUC): *Office of Diversity Initiatives*

- Administrative Diversity Structures and Centers:

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

students. **The University of Maryland College Park** Center for Minorities in Science and Engineering offers a range of programs and activities to recruit, retain and graduate African American, Hispanic, and Native American students. The **UMBC Center for Women in Technology** identifies those areas in engineering and technology where women are underrepresented and offers support for them.

- *Cultural Diversity through Academic Programs*

All institutions offer a variety of required and/or elective courses across multiple disciplines in general education and majors that promote and support cultural diversity, including study abroad. Likewise, there are many examples of degree programs that promote and advance cultural understanding and competence. **Coppin State University** recently received approval to offer its first bachelor's degree program entirely online. A central focus will be on providing educational access to Coppin's partners in Egypt at the Akbar Elyom Academy, its extended university community in Barbados, and newest course exchange partners in Korea at Chonnam University. **Frostburg State University** enhances curricular cultural diversity through the Women's Studies program, the International Studies program, and the Undergraduate Education Initiative. **Towson University** provides an academic approach to cultural diversity training both by including diversity within the core curriculum requirements and offering specific academic programs and majors related to cultural diversity. The **University Maryland College Park** 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. The **University of Maryland Baltimore** Schools of Dentistry, Law, Medicine, Pharmacy, Nursing, and Social Work all have programs and selected courses for ensuring that students develop cultural competence. The **University of Maryland University College** offers an 18 credit hour certificate in diversity awareness in addition to three courses in the Undergraduate School curriculum.

- *Cultural Diversity through Special Programs, Initiatives, Experiences, and Opportunities*

All USM institutions provide for cultural diversity through tailored special programs, initiatives, exposures, and opportunities for students, faculty, and staff. The **University of Maryland Baltimore County's** Minority Access to Research Careers Undergraduate Student Training in Academic Research (MARC U*STAR) Program, renewed through May 2015, will continue to provide financial support, academic advising, and professional development to an anticipated 34 undergraduate junior and senior underrepresented minorities each year. The **Towson University Speak Up!** Program supports and sustains university-wide transformation and provides members of the campus community with the tools necessary to challenge everyday bigotry. The **University of Maryland Eastern Shore's** plan for student access and opportunity emphasizes the matriculation of non-African-American students and includes retention and graduation goals for these students. The **Salisbury University STEM Initiatives and Diversity** enables the Henson School faculty to sponsor activities for minority students interested in careers in STEM and health profession fields. The **University of Maryland Baltimore County** is piloting a Postdoctoral Fellows Program for Faculty Diversity.

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, there are severe budgetary challenges to their efforts. The adequacy and sustainability of resources severely inhibits their aggressive pursuit of institutional cultural diversity goals. The following examples illustrate the range of these challenges and the limits imposed on institutions. The attached institutional reports provide the details of their particular resource needs.

Coppin State University estimates that the addition of two new faculty within the School of Management Science & Economics could run as much as \$190,000. **Frostburg State University**, in 2009, estimated that its Cultural Diversity Program required an additional \$214,000 in funding. Over the last two years, FSU has been unable to provide these additional funds. **University of Maryland College Park** was recently awarded a 5-year, \$3.2 million NSF grant (and augmented it with a major contribution of in-kind funding from the University) to fund the ADVANCE Program for Inclusive Excellence that aims to improve rates of retention and advancement of women faculty by fostering changes in institutional culture. However, the University needs additional resources to support the recruitment of diverse faculty and provide special faculty development and retention programs (\$3 M); develop special initiatives to close the student achievement gap (\$940 K); and enhance its student recruitment activities at the undergraduate and graduate levels, especially in the form of need-based scholarships and fellowships (\$5 M), a total of \$8,940,000. **University of Maryland Eastern Shore** indicates that it does not have funds dedicated to recruit and retain a culturally diverse student body, faculty, and staff.

Instruction and training of the student body, faculty, and staff to enhance cultural diversity programming and sensitivity.

Enhancing cultural diversity programs and sensitivity through instruction and training is an ongoing process and series of activities carried out in myriad ways across USM institutions. As indicated above there are courses and degree programs that focus on and promote cultural sensitivity for students. Clearly, these courses and programs could not have evolved without a cadre of cultural sensitive faculty and staff. There is an assortment of cultural sensitivity instruction and training in the professional development activities for faculty and staff across

institutions addressing, for example, recruitment, selection, and hiring of a diverse faculty and staff. **Salisbury University** offers sessions on such topics as sexual harassment prevention, prevention of discrimination and other forms of harassment, and teaching in a diverse classroom. **Frostburg State University** has a mentoring program to help new faculty and staff feel welcomed and a part of the campus community. **University of Baltimore** is working with an external consultant to develop an online tutorial to be implemented fall 2012 for faculty, staff, and graduate student assistants to acquaint them with the basics of ADA and its relationship to teaching. The Office of Equal Employment Opportunity Programs at **Bowie State University** has conducted training sessions to increase awareness of such issues as sexual harassment, reasonable accommodations for individuals with disabilities, structured interviewing techniques, Title IX of the Education Amendment Act of 1972, and discrimination.

Conclusions

In this third progress report on institutional programs of cultural diversity, particularly noteworthy is the evolution of a natural and important connection that institutions are making between cultural diversity and closing the achievement gap, complemented by initiatives to address broader minority representation in STEM fields. While still evolving, these connections reveal a heightened commitment to the effective deployment of severely constrained resources to achieve institutional cultural diversity goals and meet access, retention, and graduation goals.

Finally, the USM, Maryland Higher Education Commission (MHEC), Maryland Independent College and University Association (MICUA), and the Community College System have been working collaboratively to develop a template that allows for the collection of information and data in ways that do not impose unnecessary burden on institutions to comply with the requirements of the statutes. It is possible that the next progress report on programs of cultural diversity to the Board of Regents will be based on a different and mutually agreed upon template than the one used for this report.

BOWIE STATE UNIVERSITY

Bowie State University
Progress Report on Institutional Cultural Diversity
FY 2011 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

Bowie State University has a rich history of engaging in many activities which promote diversity. The University's cultural diversity programs and activities span across academic and non-academic divisions and focus on increasing cultural diversity awareness and appreciation. Bowie State University's cultural diversity activities are directly linked to the University's core value of diversity. New programs and initiatives are added as funding becomes available. Assessment of cultural diversity efforts is part of the University's institutional effectiveness strategy.

Diversity as an Institutional Core Value

In 2006, 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 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, the University community believed it was important to adopt a definition that went beyond race and ethnicity to include the numerous other characteristics that bring richness to our campus.

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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 2011 course evaluation data, when available, are listed below. The course evaluation information reports the percent of students indicating that the course information *always* furthered the student's knowledge in the area.

- **PSYC 311 CROSS-CULTURAL PSYCHOLOGY** - This course examines various cultures and their impact on the social and psychological development of individuals. Cultural similarities and differences are explored to determine their influence on today's society. Guest lecturers from various ethnic groups are invited to participate. During the fall semester the focus was on Native Americans (49 students 94% satisfaction).
- The core courses in the Social Work program require students to participate in group projects and present research findings on issues related to diversity. The following are just a few examples of exploring cultural diversity in the Social Work program. In **SOWK 300 – Stages of Development**, students investigate culturally diverse agencies in the community (118 students). In **SOWK 303 – Poverty: Myths and Realities**, students attend homeless shelters to service all cultures (12 students). In **SOWK 306 – Social Work with Black Families**, students toured the Great Blacks in Wax Museum in Baltimore, Maryland. They discuss diversity within the student population and its impact on relationships among students from different cultural and racial backgrounds (64 students). In **SOWK 307 – Social Work in the Health Field** all students are required to write a paper examining cultural diversity with an emphasis on health disparities. Students review and discuss the National Association for Social Work Standard for Cultural Competence (30 students). (Number of Social Work Majors – 177)
- Programs in the College of Education have developed diversity plans related to NCATE standards. The Department of Teaching, Learning and Professional Development Diversity Plan includes a required course for undergraduate Elementary Education majors **EDUC 311 - Managing the Diverse Classroom**. Diversity embedded in other coursework, the placement of teacher interns in diverse classroom experiences in the Professional Development Schools (PDSs), and provision of support for professional development of faculty to attend conferences (i.e. HBCU Summit on Retention) to learn of other efforts to facilitate student success.

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- The nursing curricula at the undergraduate and graduate level were developed and implemented based on the belief that cultural competent care is essential to providing excellent nursing care. The nursing curricula prepares professional nurses who demonstrate excellence in understanding and valuing diversity. The Department of Nursing is committed to increasing the number of underrepresented minorities in the nursing profession. This is accomplished through departmental and campus initiatives. **The IDIS 460 - Transcultural Health and Wellness** course continues to be offered each semester. This is an interdisciplinary course that focuses on transcultural health and wellness at the baccalaureate level. Culturally competent care is threaded throughout the curriculum and each course integrates appropriate concepts. Students are evaluated in each course on their ability to provide satisfactory cultural care to clients. Culturally competent care is reviewed for both acute and community care.

Initiative 2: Diversity in Student Services and Activities

Below are highlighted programs offered during FY 2011. These activities are in addition to those previously included in previous Bowie State University Cultural Diversity reports.

Study Abroad - The Department of Behavioral Science and Human Services is preparing students for a study abroad experience in India through a special seminar course in the Criminal Justice (CRJU) major. This is a component of the activities stemming from a grant acquired as part of a consortium – The Mid-Atlantic Consortium – Centers of Academic Excellence - a partnership that includes Morgan State, Elizabeth City State, Virginia State, and Norfolk State, along with Bowie State University – preparing students for careers in the intelligence community.

International Awareness - The Office of International Programs sponsors events on campus that reflect interest in diversity, including: hosting of visiting Cuban medical students, hosting of a Fulbright scholar who presented a lecture to the campus community, and hosting of a symposium on international alternative structuring of healthcare systems.

Community Support - The Chi Eta Phi Sorority, Inc. participated in the BSU health fair and Race for the Cure. The organization assisted in the skills lab by mentoring high school students interested in nursing.

Mental Health and Disability Awareness Day – Since 2008, the Department of Psychology and the Disabled Student Services Office have co-sponsored Mental Health and 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 resources and support services available. This event is held during the spring semester. To date, over 400 students, faculty, and staff have participated in this event.

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The Spanish Club - La Familia Espanola, sponsored a special cultural diversity program, titled, “Bridging the Gap between Afro-Latinos and African Americans: The African Presence in Latin America,” in the Wiseman Center. There was a lively panel discussion and guest speaker, Mr. Omari Musa of the Socialist Workers Party. The panelists included Professor Kala Richardson and Dr. James Maur of the Department of English and Modern Languages, a partner with the Department of Social Work in the development and operationalization of the Spanish Language Program for social work majors and the Club, La Familia Espanola. There were refreshments, music, and a piñata to be enjoyed by all. Bowie students read poetry in Spanish. The program was taped by the Bowie Television, and was planned and executed entirely by students under the guidance of the club’s president, Ms. Kelly-Ann James, and faculty advisor, Velva Taylor Spriggs. There were approximately 84 people in attendance.

The Social Work Club and Phi Alpha Honor Society have been engaged in a number of outreach initiatives that provide service to culturally diverse communities. The clubs have visited the Ronald McDonald house on numerous occasions, providing food and other in-kind support to children and families from varied backgrounds who are seeking medical attention. Additionally, the clubs have sponsored and/or co-sponsored numerous awareness campaigns, including breast cancer awareness and domestic violence awareness. Ribbon Campaigns were held on campus so that students who comprise the university’s diverse population could be exposed to information on the topics. Additionally, the clubs continued to provide support via on-campus mentoring and tutoring initiatives. These initiatives were established to support social work students who may have difficulty in classes due to a variety of barriers including cultural, language and learning. Finally, members of the social work club and phi alpha have continued the tradition of providing food and clothes for those in need. One family received food during the Thanksgiving timeframe, and approximately 30 children and families received coats, gloves, books and toys during the Christmas holiday timeframe. Finally, members of the social work club and phi alpha have continued the tradition of providing food and clothes for those in need. Two families received food during the Thanksgiving timeframe, and approximately 20 children and families received coats, gloves and books during the Christmas holiday timeframe. These families were from underrepresented and underserved populations, and many were in shelter care during the time that the donations were made. Over the course of 4 years, approximately 200 members of the community have received tangible or in-kind services from the Social Work Club and Phi Alpha Honor Society.

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

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

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

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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.

A number of **student focused events** were held on campus in FY 2011 to promote cultural diversity including: Latin Afro Cuban Dominican Awareness/Dialogue, Around the World Culture, Diversity and Stereotypes, Gospel Extravaganza, Bible Studies, Caribbean Week, Pants Up Hats Off, End of Year Praise Party Sister Fellowship, Christian Variety Show, Greek House, Lollipop and Scripture, LGBTQIA Awareness Program, Wake Up Black People, 12 Hour Prayer Room, Documentary on Cultural Issues, Religious Groups Forum, Caribbean Food Fair, Salsa Dancing, Holiday Bazaar, Winter Concert, Morning Prayer, Week of Prayer, Thanksgiving Food Drive, Gospel Explosion, The Black Church, National Coming Out Day Event, Spanish Education Mini Game Night, Christmas Cards for St. Jude's Children, Greek Step Show, My Skin Is In-- Panel Discussion, Native American Heritage, Single Mom Empowerment Program, African Student Association – Let's Go Back to the Motherland, Men of Color Leadership Institute, and Bulldog Worship Service.

C. Status of Institutional Enhancement of Programs of Cultural Diversity

In the past year, the University has started a new student organization and developed an Affirmative Action Plan, in part, to promote diversity in our community. A brief description of each follows.

The Department of Counseling added a student organization called the **African Psychology Student Association**. This student association strives to help students understand the impact of African heritage has on psychological and emotional issues for African American youth and adults. This is accomplished through workshops, seminars and guest speakers presented throughout the year and by having students attend conferences such as Association of Black Psychologists National Conference.

Bowie State University implemented an **Affirmative Action Plan** in 2011 which articulates the University's continued commitment to providing equal access, equity and fairness to its employees, applicants for employment and applicants for admission.

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The University has increased its efforts to hire and retain individuals with disabilities and veterans by posting job vacancy announcements on the following websites: Maryland Workforce Exchange and the Maryland Department of Rehabilitation Services. The University has made contact with other State agencies to begin recruitment efforts of individuals with disabilities and veterans.

The University's Office of Equal Employment Opportunity Programs has conducted training sessions to increase awareness of such issues as sexual harassment, reasonable accommodations for individuals with disabilities, structured interviewing techniques, Title IX of the Education Amendment Act of 1972, and discrimination.

The University's Office of Equal Employment Opportunity Programs developed a Reasonable Accommodations Procedures and Plan for University employees and employment applicants, to assist in fulfilling reasonable accommodation requests. This document is available on the University's Equal Employment Opportunity website.

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 advertised job announcements through 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 Trainers Association, Maryland Workforce Exchange, AIGA (the Professional Association for Design), the Society for Human Resource Management (SHRM), the National Association of College Auxiliary Services (NACAS), the Chronicle of Philanthropy, HigherEdjobs, The Baltimore Sun, and the Division of Rehabilitation Services (DORS). In the past year, the University hired 27 employees who are ethnically diverse. The composition of the diverse hires is as follows: 16 Caucasians; 2 Hispanics and 2 Asians; 2 hires identified themselves as having veteran status.

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Visa Sponsorship of Diverse Faculty and Staff

The Office of Human Resources has coordinated the University's sponsorship of 4 faculty members and 2 staff members for H-1B Visas. In addition, we are sponsoring 3 faculty members and 1 staff member for Permanent Residency. The sponsored employees are from China, India, Japan, Singapore, Trinidad and Nigeria.

Training

The Office of Human Resources conducted Diversity Training for faculty and staff members. The workshop provided a review of definitions, discussion of terms and history of diversity, description and discussion of stereotypes and biases, and a discussion of strategies for removing barriers to enhance diversity in the workplace.

Department of Nursing

The *MHEC Nursing Accelerated BSN grant* focuses on recruitment of second degree and transfer student from culturally diverse backgrounds. The *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 (PGCPS) minority students. The Department of Nursing provided outreach to several PGCPS middle schools and implemented nursing clubs at those sites. Students from Bladensburg and Crossland High Schools visited the BSU campus to tour the DON simulation lab.

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:

- Keith Plowden presented "Increasing the pipeline of minority nurses" at the Maryland Department of Health and Mental Hygiene conference .
- Keith Plowden participated in a summit by the Human Resource and Service Agency (HRSA) on increase funding for HBCU students.
- Keith Plowden presented in a panel discussion at Morgan State University entitled "Bridging the Gap: Empowering Minority and nontraditional nurses."
- Sabita Persaud- presented at the Prince George's County School Nurse meeting on cultural diversity.

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- Andre P. Stevenson (June 2011) *Collaboration among Social Work Educators in an Emerging Profession in Rwanda*. (In Kigali, Rwanda) The training was sponsored by the Tulane University Payson Center for International Development. Sixteen faculty members were in attendance from three universities: Catholic University of Rwanda, National University of Rwanda, and Kigali Independent University.
- The Department of Social Work implemented a Lyceum Speaker's series in August 2011. Three speakers will be invited per academic year. The purpose of this series is to introduce students to researchers from diverse backgrounds, both professional and ethnic. Social work draws from various educational backgrounds. Students have the opportunity to listen to lectures and engage professionals in an effort to make linkages across diverse disciplines.
- Kesslyn Brade Stennis presented at a number of conferences that embrace cultural diversity. In the summer of 2010, she presented at one local conference sponsored by The Pennsylvania Avenue Baptist Church, and two regional summits sponsored by the Religion Coalition for Reproductive Choice. All three presentations addressed the issues of domestic violence that impact communities of color.
- Kesslyn Brade Stennis presented at the National American Association of Christians in Social Work's Convention on the experiences of African American clergy surrounding domestic violence. Summer 2010
- Kesslyn Brade Stennis presented at the National Council for Black Studies Annual Conference in March 2011 on the issue of Domestic Violence in Faith Communities
- Kesslyn Brade Stennis presented at the National Council for Black Studies Annual Conference in March 2011 on the issue of Domestic Violence in Faith Communities of Color.
- Kesslyn Brade Stennis sponsored three forums for PhD students and candidates from cross-disciplines who have an interest in conducting research in culturally diverse communities. Mentoring of 10 emerging scholars continues.
- Emory Perkins presented at The Twenty Third National Conference on Social Work and HIV/AIDS/HIV/AIDS 2011: Best Practices in HIV/AIDS Social Work, Atlanta, GA. The presentation title was "Best Practices in working with HIV Positive African-American Women and their Risk-Taking Behaviors," May 2011.
- Joy Banks submitted a refereed journals manuscripts: "A Critical Approach to Multicultural Development in an Evidence-Based Reading Course "

II. Demographic Data

The University's student, faculty and staff demographic data are on the following page.

Bowie State University
Progress Report on Institutional Cultural Diversity
FY 2011 Report to the University System of Maryland

Students

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	4835	88%	1696	3139	4968	88%	1734	3234	4951	89%	1774	3177	4955	88%	1834	3121
American Indian or Alaska Native	17	0%	4	13	24	0%	5	19	20	0%	6	14	18	0%	7	11
Asian	91	2%	26	65	92	2%	24	68	80	1%	31	49	79	1%	34	45
Hispanic/Latino	95	2%	34	61	99	2%	34	65	103	2%	36	67	131	2%	48	83
White	266	5%	80	186	234	4%	73	161	227	4%	68	159	214	4%	65	149
Native American or other Pacific Islander	0	0%	0	0	0	0%	0	0	2	0%	0	2	2	0%	0	2
Two or more races	0	0%	0	0	0	0%	0	0	5	0%	1	4	48	1%	13	35
Did not self identify/Foreign	179	3%	70	109	200	4%	74	126	190	3%	64	126	161	3%	66	95
Total	5483	100%	1910	3573	5617	100%	1944	3673	5578	100%	1980	3598	5608	100%	2067	3541

Source: EIS

Full-time Instructional Faculty

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	147	67%	69	78	158	69%	75	83	158	69%	74	84	164	73%	72	92
American Indian or Alaska Native	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0
Asian	8	4%	4	4	9	4%	4	5	10	4%	6	4	11	5%	7	4
Hispanic/Latino	12	5%	9	3	14	6%	9	5	10	4%	5	5	10	4%	5	5
White	45	21%	29	15	40	17%	26	14	37	16%	23	14	36	16%	22	14
Native American or other Pacific Islander	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0
Two or more races	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0
Did not self identify/Foreign	7	3%	1	6	9	4%	3	6	14	6%	8	6	5	2%	5	0
Total	219	100%	112	106	230	100%	117	113	229	100%	116	113	226	100%	111	115

Source: EDS

Bowie State University
Progress Report on Institutional Cultural Diversity
FY 2011 Report to the University System of Maryland

Full-time Staff

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	268	80%	111	157	270	79%	110	160	269	80%	104	165	277	78%	110	167
American Indian or Alaska Native	1	0%	0	1	1	0%	0	1	1	0%	0	1	0	0%	0	0
Asian	9	3%	8	1	8	2%	7	1	6	2%	3	3	6	2%	3	3
Hispanic/Latino	7	2%	2	5	7	2%	3	4	10	3%	7	3	8	2%	5	3
White	28	8%	11	17	27	8%	9	18	25	7%	8	17	31	9%	10	21
Native American or other Pacific Islander	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0
Two or more races	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0
Did not self identify/Foreign	23	7%	7	16	29	8%	10	19	27	8%	9	18	33	9%	10	23
Total	336	100%	139	197	342	100%	139	203	338	100%	131	207	355	100%	138	217

Source: EDS

COPPIN STATE UNIVERSITY

COPPIN STATE UNIVERSITY



REPORT ON DIVERSITY INITIATIVES

February 24, 2012

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

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. Most positions that will be filled for faculty slots are replacement rather than new positions.

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 – 2011/12)

The following tables show that while overall recruitment of all faculty is slow, the University has had increases in a few areas related to race and ethnicity. The percentage of African American faculty has been sustained at 80% in AY 2008 to 80% in AY 2011. The number of Asian faculty increased from 4% in AY 2008 to 5% in AY 2011.

Overall, the number of faculty decreased from 301 in AY 2008, the baseline year to 293 in AY 2011.

The following table reflects our findings:

<u>Comparison Table: All Faculty</u>																
	<u>Baseline: 2008-2009</u>				<u>2009-2010</u>				<u>2010-2011</u>				<u>2011-2012</u>			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American /Black	241	80	91	150	275	83	110	165	258	83	112	146	235	80	100	135
American Indian or Alaska Native	0	0	0	0	1	0	0	1	0	0	0	0	1	0	0	1
Asian	13	4	10	3	16	5	11	5	16	5	11	5	14	5	10	4
Hispanic/Latino	1	0	0	1	1	0	0	1	0	0	0	0	1	0	0	1
White	37	12	27	10	34	10	27	7	37	12	25	12	41	14	28	13
Native American or other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Did not self identify	9	3	4	5	5	2	2	3	1	0	1	0	1	0	1	0
Total	301	100	132	169	332	100	150	182	312	100	149	163	293	100	139	154

Source: OIR/VPAA, February 2012

Diversifying the Student Body

Academic Program Offerings

The University has submitted a proposal to offer the College of Health Profession's (School of Nursing) baccalaureate program in **Health Information Management at the University System of Maryland Hagerstown campus**. A team visited the Hagerstown campus last year to establish the program. The degree will be offered pending final approval from the Maryland Higher Education Commission and will extend access to an underserved population of non-black students.

Additionally, the University just received acknowledgement from the Maryland Higher Education Commission to offer its **first bachelor's degree program entirely online**. This program will be housed within the School of Management Science and Economics. Initial students will be those currently enrolled at the institution and those who are in the

surrounding region. However, a central focus will be on providing educational access to our partners in Egypt at the Akbar Elyom Academy, our extended university community in Barbados, and our newest course exchange partners in Korea at Chonnam University.

Recruitment and Enrollment

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 from the Admissions Office 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. However, the University was able to participate in the following activities and events:

Demographic Information:

- Montgomery County Public Schools/CSU Partnership – 35 attendees; 18 students admits; 13 were offered scholarships;
- Male Targeted Initiatives – Freshmen Male Initiative (FMI) program established;
- STEM Academy Day established at CSU for 9th and 10th graders;
- Inaugural Latino & Af. Am. Leadership Summit – 21 males; 29 females from Anne Arundel and Howard Counties and private career schools;
- International Exchange Programming – Chonnam University – processed 1 student from the University who attended CSU. In the Fall of 2010, 40 students attended from the Akbar Elyom Academy in Egypt;
- Latino College Fair – Yielded 20 admits from 40 admissions applications; and
- Virgin Islands Outreach – Out of 82 applicants – 35 were admitted.

Costs:

Costs have been varied. Admissions materials alone for trips and exchanges have totaled approximately \$45,000 annually. Travel has been in excess of \$20,000. Funds for print publications remain low.

SASA Program

The University's Summer Academic Success Academy (SASA) is relatively new program for Coppin State University. The program is comprised of a comprehensive six-week summer residential program designed for first-time, full-time students designed to help incoming freshmen successfully make the transition from high school to college.

Demographic Information:

During the summer of 2011, 243 students completed the SASA program and enrolled in the fall as first-year students. Out of the students who completed the summer 2011 SASA program, 215 (91 %) matriculated into the fall semester and remained enrolled at the end of the spring 2011 semester.

Community College Transfers and New Student Recruitment

Each year, 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. The University will begin to focus additional efforts on the recruitment and graduation of transfer students.

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.

Division of Student Affairs (DOSA) – International Student Services

The Division of Student Affairs-International Student Services Program provides international students with the resources necessary to successfully navigate through both Coppin State University and the United States. Individual Counseling, support groups, and consultations are specifically geared toward adjusting and acculturating to Coppin as well as the United States and its customs. The International Student Services DSO 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 48 students with active F-1 student visas on campus. Approximately 52% of them are female and 48% are male. The students are represented from 25 countries including the British Virgin Islands, Caribbean Islands, Serbia, Lithuania, Colombia, Germany, South Korea, Spain, South Africa, Nepal and Latvia.

Progress to Date:

1. The International Student Services Program provided orientation sessions at the beginning of the Fall and Spring semesters.
2. The International Student newsletter is posted quarterly to the International Student Services website to provide monthly news, information, updates and resources.
3. Each year the International Student Services Program works collaboratively with the International Student Association in hosting the International Day Festival that exhibits artistic performances and encourages students to share their cultural traditions and learn about others.

Comparison Table: All Students																
<u>Baseline: 2008-2009</u>					<u>2009-2010</u>				<u>2010-2011</u>				<u>2011-2012</u>			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American /Black	3473	86	722	2751	3353	88	766	2587	3326	88	764	2562	3529	93	860	2669
American Indian or Alaska Native	4	0	2	2	2	0	1	1	5	0	2	3	6	0	1	5
Asian	10	0	0	10	9	0	3	6	9	0	4	5	38	1	18	20
Hispanic/Latino	17	0	8	9	16	0	6	10	26	1	7	19	25	1	6	19
White	90	2	25	65	51	1	19	32	61	2	24	37	63	2	24	39
Native Am./ Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	2
Two or more races	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Did not self identify	457	11	139	318	370	10	109	261	373	10	101	272	150	4	38	112
Total	4051	100	896	3155	3801	100	904	2897	3801	100	902	2898	3813	100	947	2866

Source: OIR/VPAA, February 2012

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 table provides a demographic profile of staff over a four-year period.

Comparison Table: All Staff																
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American /Black	410	92	148	262	409	90	155	254	457	89	178	279	463	87	187	276
American Indian or Alaska Native	0	0	0	0	1	0	0	1	3	1	1	2	3	1	2	1
Asian	13	3	9	4	14	3	10	4	18	4	14	4	14	3	10	4
Hispanic/Latino	2	0	1	1	2	0	1	1	0	0	0	0	5	1	2	3
White	20	4	12	8	27	6	17	10	32	6	21	11	35	7	24	11
Native American or other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Did not self identify	2	0	0	2	3	1	3	0	4	1	4	0	10	2	5	5
Total	447	100	170	277	456	100	186	270	514	100	218	296	530	100	230	300

Source: OIR/VPAA, February 2012

Other Significant Diversity Initiatives

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.

Advisory Council for Office of International Programs

The University has an Advisory Council for the Office of International Programs that manages affairs related to global academic programming and relationships with international partners such as Chonnam National University. The Advisory Council also facilitates study abroad experiences for students, hosts several international education forums for students, and develops policies and guidelines.

Demographic Information:

The council is comprised of four (4) females and three (3) males; five (5) are African Americans/Black, one (1) is Asian, and one (1) is White.

Progress to Date:

Four short-term study abroad programs and a partnership with a South Korean university were forged over the past year. Forums were held on Fulbright, Boren and Rangel programs, study abroad, security in Asia, US Foreign Policy, and an exhibition of international art. A handbook of policies, forms and procedures for study abroad was created to guide international faculty and students and the university's crisis management plans were updated with plans to deal with overseas catastrophic emergencies.

Costs & Expenditures:

AY 10-11. \$60,000

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 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:

Staff from the Information Technology Division and Faculty representing all of the university schools participate in arranging the event. Typically, the composition of the group contains 10 faculty – 4 males and 6 females; students - 80, 62 females and 18 males; of which 52 African American, 7 Hispanic, 1 Caucasian, and 2 were Other. The event is open to the entire campus.

Progress to Date:

This event continues to attract widespread participation across the campus. Participants wear attire and bring original food dishes.

Costs & Expenditures:

\$2,000 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.

This project was concluded last year with the final delivery of brochures, viewbooks, academic department brochures, first step and other related marketing material.

Additionally, between 2010-2011, Enrollment Management in conjunction with Time Printers (Maryland based) Company developed flyers and posters to promote retention and persistence to graduation. The materials were disseminated campus wide and various departments (academic and non-academic) presently request the materials.

FROSTBURG STATE UNIVERSITY



Frostburg State University
Cultural Diversity Program
Progress Report

Prepared by
Office of the Provost
Division of Student and Educational Services

February 2012

Executive Summary

This report presents a progress update of the Frostburg State University (FSU) Cultural Diversity Program for the time period of February 2011 to February 2012.

The University continues to commit resources toward recruiting and enrolling a growing number of undergraduate minority and first-generation students (**Goal 1**). The total number of undergraduate minority students increased each fall semester between 2008 and 2010; however, overall minority enrollment has declined slightly for undergraduates for the most recent reporting period (a 1.9% decrease from fall 2010 to fall 2011). In contrast, the overall percentage of minorities within the total undergraduate student population has increased slightly (from 28.9% for fall 2010 to 29.1% in fall 2011). Additionally, the number of African-American students grew over the reporting period, from 23.2% of the total undergraduate student population in fall 2010 to 24.4% in fall 2011. On-going strategies to increase minority enrollment include sending electronic and paper communications to underrepresented students, sponsoring University bus trips to the FSU campus, arranging off-campus admitted student receptions, increasing minority student transfers, and enhancing and promoting college-readiness and bridge programs.

Increasing the retention and graduation rates of undergraduate minority and first-generation students (**Goal 2**) is a priority of the University and a central goal of its Cultural Diversity Program. The University's second-year retention rates for undergraduate first-generation students and all minority students decreased over the reporting period. The retention rate for first generation students decreased from 76.0% (cohort fall 2009) in 2010 to 70.0% (cohort fall 2010) in 2011, while the rate of all minorities decreased from 72.0% (cohort fall 2009) in 2010 to 70.0% (cohort fall 2010) in 2011. For the reporting period, the University experienced a slight decrease in the graduation rate of all minorities: from 41.0% (cohort fall 2004) in 2010 to 40.0% (cohort fall 2005) in 2011.

During the reporting period, the University dedicated significant resources to both new and ongoing initiatives designed to improve student retention and graduation rates. These initiatives included adding a new Assistant Provost to guide the University's student retention work, connecting freshmen to campus life through learning communities, and expanding campus-wide programs and services that enhance student academic skills and performance.

The Assistant Provost for Student Success and Retention will provide leadership and coordination for university-wide programs and efforts that will improve FSU student persistence and reduce time to degree. Open to all freshmen, the Learning Community program includes three fall-semester student support communities that help low-income and first-generation college students make a successful transition from high school to college life. The University's *Closing the Achievement Gap* program incorporates important student retention efforts. These efforts include actively pursuing several course redesign projects; expanding 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; and increasing institutional need-based financial aid. The University's Programs for Academic Support and Studies (PASS) provide group tutoring and personal instruction to assist students in developing the skills necessary for academic success and ultimately for obtaining a degree.

The University continues to support initiatives that enhance the cultural diversity of its faculty and staff (**Goal 3**). As of November 2011, the University's workforce consisted of 939 full and part-time employees (369 faculty and 570 staff members). Over the reporting period, the percentage of tenured/tenure-track minority faculty members decreased by 1.1% (from 12.0% in 2010 to 10.9% in 2011.) Also for 2011, non-tenure/tenure-track minority faculty members were employed at a rate of 5.1% and minority staff members at a rate of 4.7% for 2011 (a 1.2% decrease from 2010.)

As part of its Cultural Diversity Program, the University has progressively implemented the EEO Compliance Office's Minority Recruitment Plan and Retention Strategies, including the assignment of an Equity

Officer to each college or division to help monitor and coordinate diversity initiatives. Additionally, all search committees appoint a member to oversee minority recruitment efforts. Job announcements are sent to historically black institutions and a contact list is used within Office of Human Resources to target the most diverse applicant pool.

Frostburg State University's Cultural Diversity Program works to create a welcoming and safe environment that promotes the understanding of cultural diversity (**Goal 4**). Various programs are offered on the FSU campus by a cross-section of academic departments, administrative offices, and student organizations that enhance the development of students' multicultural competency skills.

The President's Advisory Council on Diversity (PACD) plays an important role in fostering a respect for diversity at the University. It meets regularly to set goals and launch initiatives to improve the campus climate with respect to diversity, form workgroups to conduct research on selected issues and analyze results, and make recommendations to the president. The University's Diversity Center also works specifically to foster a sense of community among students of all races, genders, and national origins. This goal is accomplished through activities, workshops, retreats, and programs that help students develop an understanding of cultural differences. In addition, FSU enhances the multiculturalism of its curriculum through the Women's Studies program, the International Studies program, and the Undergraduate Education Initiative.

The University's Center for International Education (CIE) has worked to promote the understanding of international cultures on campus (**Goal 5**) by revitalizing international student recruitment and enrollment. International student enrollment at FSU grew 41.2% during the past year, from 51 students from 20 countries in fall 2010 to 72 students from 17 countries in fall 2011. The University has re-intensified its efforts to increase international opportunities for students and faculty. The total number of student participants enrolled in study abroad programs administered by the FSU Center for International Education increased from 42 students to 15 countries in AY 2010-2011 to 83 students to 26 countries in AY 2011-2012.

In 2011, University continued to provide services and programs to FSU's international students and to American students, faculty, and staff to promote intercultural understanding on campus. In addition to monthly social and cultural activities offered by the CIE and designed to aid international students in the acculturation process, student clubs and campus organizations have become actively involved in this process. Two important organizations in this regard are the Chinese Culture Club and the recently formed Muslim Students Association.

Frostburg State University has made significant progress toward implementing the initiatives outlined in its Cultural Diversity Program. However, additional resources are needed for full implementation. In 2009, the University estimated that its Cultural Diversity Program required an additional \$214,000 in funding. Over the last two years, FSU has been unable to provide these additional funds. As suggested in previous 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 report presents a progress update of the Frostburg State University (FSU) Cultural Diversity Program for the time period of February 2011 to February 2012. Appendix A presents comparison data in separate tables for faculty, staff, and students from 2008 to 2011. Through implementation of the strategies identified in this report, the University diligently pursues 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

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

The total number of undergraduate minority students increased each fall semester between 2008 and 2010; however, overall minority enrollment has declined slightly for undergraduates for the most recent reporting period (a 1.9% decrease from fall 2010 to fall 2011). In contrast, the overall percentage of minorities within the total undergraduate student population has increased slightly (from 28.9% for fall 2010 to 29.1% in fall 2011- see Table 1 in Appendix A). Additionally, the number of African-American students grew over the reporting period, from 23.2% of the total undergraduate student population in fall 2010 to 24.4% in fall 2011.

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*). For the fall 2011 entering class, the total number of names purchased through the Student Search Service decreased; however, there was a slight increase in the percentage of minority names purchased. Minorities represented 28.0% of the total names purchased for the fall 2010 class compared to 28.5% for the fall 2011 class (see Table 1).

Additionally, admissions counselors continue to travel to urban high schools in Baltimore, Montgomery and Prince George's counties as well as Baltimore City in Maryland, and in Washington, D.C. In these targeted areas, an increasing number of college fair programs are geared toward Hispanic students, and FSU Admissions staff members attend 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 1
Student Search Service Comparisons
Fall 2008 to Fall 2011

Race/ Ethnicity	Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	Entering Class		Entering Class		Entering Class		Entering Class	
	N	%	N	%	N	%	N	%
Unknown	1,420	3.8%	1,559	3.9%	1,546	3.8%	1,381	3.8%
African American/Black	5,150	13.7%	5,292	13.2%	5,709	13.9%	4,886	13.6%
Amer Ind or Alaska Nat	159	0.4%	167	0.4%	189	0.5%	165	0.5%
Asian	2,901	7.7%	3,423	8.6%	3,608	8.8%	3,384	9.4%
Hispanic/Latino	1,551	4.1%	1,843	4.6%	2,003	4.9%	1,812	5.0%
White	26,317	70.2%	27,671	69.3%	28,041	68.2%	24,348	67.7%
All	37,498	100.0%	39,955	100.0%	41,096	100.0%	35,976	100.0%

Data Source: PeopleSoft Queries F08, F09;orig SSS file F10, F11

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

University-sponsored bus trips to the FSU campus and off-campus admitted student receptions are also important ongoing components of the University's efforts to create a culturally diverse campus (**Strategy 1.2**). For the fall 2011 entering class, the Office of Admissions hosted approximately 330 students on campus during 13 different bus trips from primarily minority high schools or programs. Admitted student receptions were held in Frederick, Towson, and Annapolis to encourage students from those areas to enroll at Frostburg. For the fall 2011 class, of the 105 students who attended a reception, 39 were minority.

Increasing the Number of Underrepresented Students Transferring from Community Colleges

Office of Admissions staff members continue to be represented at USM-sponsored transfer days at community colleges throughout Maryland. In addition, admissions and advising center staff continue to offer personalized visits at the four community colleges in Western Maryland. The percentage of minority students entering as new transfer students rose over the last four years, from 13.5% in fall 2008 to 22.1% for the fall 2011 class (see Table 2).

Table 2
Transfer Students by Race/Ethnicity
Fall 2008 to Fall 2011

Race/Ethnicity	Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	N	%	N	%	N	%	N	%
Unknown	5	1.3%	7	1.7%	6	1.5%	3	0.6%
African American/Black	39	10.5%	56	13.5%	60	14.5%	85	18.1%
Amer Ind or Alaska Nat	1	0.3%	3	0.7%	.	.	1	.
Asian	4	1.1%	2	0.5%	2	0.5%	4	0.9%
Hisp/Latino	6	1.6%	7	1.7%	14	3.4%	15	3.2%
White	298	80.3%	311	74.8%	304	73.6%	318	67.7%
Other	18	4.9%	30	7.2%	27	6.5%	31	6.6%
Two or More Races	.	.	.	.	.	.	13	2.8%
All	371	100.0%	416	100.0%	413	100.0%	470	100.0%

Data Source: Enrollment Information System File (EIS)

Enhancing and Promoting College-Readiness Programs

The University continues to sponsor a number of college-readiness and bridge programs designed to prepare and encourage underrepresented students to continue their education beyond secondary school (**Strategy 1.4**). The Upward Bound grant program is geared toward students from Allegany County to help increase their self-esteem, leadership skills, and preparation for postsecondary education. Over the last three years, the program has served 117 total students, with 17.1% of these participants being minorities.

The Upward Bound Regional Math/Science Center 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**). Over 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. Of the 156 students in the program who graduated from high school in 2006 or earlier, 145 (93%) have attended college. Of those who went to college, 97 (67%) completed their post-secondary degrees and 62 (64%) of the graduates completed degrees in mathematics or science.

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

During the reporting period, the University dedicated significant resources to both new and ongoing initiatives designed to improve student retention and graduation rates¹. These initiatives included adding a new Assistant Provost to guide the University's student retention work, connecting freshmen to campus life through its successful Learning Community program, and continuing or expanding campus-wide programs and services that enhance student academic skills and performance.

The second-year retention rate of FSU undergraduates decreased from 74.0% (cohort fall 2009) in fall 2010 to 71.0% (cohort fall 2010) in fall 2011. The retention rate for first generation students decreased from 76.0% (cohort fall 2009) in 2010 to 70.0% (cohort fall 2010) in 2011, while the rate of all minorities decreased from 72.0% (cohort fall 2009) in 2010 to 70.0% (cohort fall 2010) in 2011.

Assistant Provost for Student Success and Retention

After the conclusion of a national search, the University hired an Assistant Provost for Student Success and Retention in January 2012. The Assistant Provost will provide leadership and coordination for university-wide programs and efforts that will improve FSU student persistence and reduce time to degree. This role is critical component of the University's strategic plan and the allocation of resources that will support the priorities identified in that plan.

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

An important initiative designed to increase the retention and graduation rates of undergraduate minority and first-generation students is the University's Learning Community program. Open to all freshmen, the Learning Community program (**Strategy 2.1**) includes three fall-semester student support communities that are sponsored by FSU's TRIO Student Support Services program. This program works specifically to help low-income and first-generation college students make a successful transition from high school to college life. Through the collaborative efforts of the Tutoring Center, Student Support Services (SSS), and the Department of Foreign Languages and Literature, the University has also increased services to those students whose first language is not English. Of the 39 first-time student enrolling in the SSS communities for fall 2010, 31 (79.5%) returned for fall 2011.

Following an extensive review, the Academic Standards Subcommittee recommended that the Phoenix Program be discontinued as not effective enough to justify the resources allocated to it. Probation and dismissal policies were changed to immediately dismiss students who earn a 0.00 grade point average (GPA) their first semester, and to require that an individualized academic recovery plan be developed by all first semester students who earn a GPA above 0.00 and below 1.4 in collaboration with their academic advisors. The plans are based on the individual circumstances of each student, the advising load is distributed among more faculty and staff, and students who are more likely to be successful are provided support.

Closing the Achievement Gap

In an effort to enhance student persistence, the University continues to focus upon its current retention strategies through the work of its *Closing the Achievement Gap* Task Force (**Strategy 2.2**). These strategies are briefly discussed below.

- Continuing to support the University's Learning Community program, which provides the opportunity for all first-time, full-time freshmen to explore a potential major, career, or particular interest in a

¹ For the reporting period, the six-year graduation rate of undergraduates decreased from 48.0% (cohort fall 2004) in 2010 to 45.0% (cohort fall 2005) in 2011. Over the same time period, the University experienced a slight decrease in the graduation rate of all minorities: from 41.0% (cohort fall 2004) in 2010 to 40.0% (cohort fall 2005) in 2011.

supportive environment. Learning communities enroll students in thematically linked courses and help to establish support networks with peers, faculty, and University staff.

- Actively pursuing several course redesign projects, including a pilot of its algebra-based developmental math course (DVMT 100) in the spring of 2011 (see below).
- Utilizing Supplemental Instruction (SI) in the General Psychology course redesign and in Frostburg's Probability and Statistics (MATH 209) course. The latter is one of several mathematics courses that fulfills General Education Program requirements and is required for several majors.
- Expanding upon 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. Fall 2011 marks the beginning of the University's second year using this retention initiative. Previously only freshmen were included in MAP-Works, but this year the program was expanded to all students. The initiative's aim is to help students address issues before academic and social problems become serious and threaten their ability to persist at the University.
- Increasing institutional need-based financial aid. Frostburg continues to review its processes for defining and distributing institutional need-based categories of aid in an effort to identify additional aid resources for all students.

Improving Skills in Mathematics and Expanding Course Redesign

In an effort to improve entering students' skills in mathematics, FSU offers its Pre-Algebra Mathematics (DVMT 095) as part of the Summer Online Freshman Initiative (SOFI). For summer 2010, 19 (95%) of the 20 students enrolled in this course achieved a passing grade. In the summer of 2011, all 24 (100%) of the students who took the class passed. By improving their mathematics skills over the summer, these students were then eligible to enroll in a college-level mathematics class for their first fall semester.

In addition, the University has significantly expanded its course redesign initiative to improve student academic success. The University's redesign efforts are part of the USM Course Redesign Initiative in conjunction with the National Center for Academic Transformation (NCAT). In 2008, the University successfully piloted and implemented its course redesign of General Psychology. Students enrolled in the redesigned General Psychology course sections perform significantly better than those enrolled in traditionally taught sections.

A course redesign of developmental mathematics (DVMT 100: Intermediate Algebra) was piloted in spring semester 2011. After assessing the results of the pilot and making necessary adjustments, the course was fully implemented in fall 2011. For the pilot semester (Spring 2011), 26 (47.3%) of the 55 students enrolled in the redesigned Intermediate Algebra (DVMT 100) course achieved a passing grade. Following assessment of the pilot and modification of the course design, the redesigned DVMT 100 course was fully implemented in fall 2011, and 157 (79.7%) of 197 students enrolled in the course passed. Of the 29 students who did not pass the course during the spring 2011 pilot, 13 completed the class in fall 2011 (bringing the overall spring 2011 pass rate to 70.9%).

The University also piloted a redesign of its Introduction to Human Communication course in the fall of 2011. In addition, the English department has submitted a proposal for a redesign of the Freshman Composition course, and the Department of Mathematics is expected to submit a proposal for the College Algebra course in the near future.

Expanding and Strengthening Support, Monitoring, and Advising Programs

The University's Programs for Academic Support and Studies (PASS) continue to provide group tutoring and personal instruction (*Strategy 2.3*). These programs also assist students in developing the skills necessary for academic success and ultimately for obtaining a degree. The University's academic support services offered through the Office of Student Support Services include tutoring, math support, study groups, peer mentoring, academic advising, career development, and assistance with the financial aid process.

Goal 3: Enhance the Cultural Diversity of Faculty and Staff

Frostburg State University continues to support initiatives that enhance the cultural diversity of its faculty and staff. As of November 2011, the University's workforce consisted of 939 full and part-time employees (369 faculty and 570 staff members). Over the reporting period, the percentage of tenured/tenure-track minority faculty members decreased by 1.1% (from 12.0% in 2010 to 10.9% in 2011, see Table 2 in Appendix A). Also for 2011, non-tenure/tenure-track minority faculty members were employed at a rate of 5.1% and minority staff members at a rate of 4.7% for 2011 (a 1.2% decrease from 2010, see Table 3 in Appendix A).

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

As part of its Cultural Diversity Program, the University has progressively implemented the EEO Compliance Office's Minority Recruitment Plan and Retention Strategies (*Strategy 3.1*). These strategies include assigning an Equity Officer to each college or division to help monitor and coordinate diversity initiatives. Additionally, all search committees appoint a member to oversee minority recruitment efforts. Job announcements are sent to historically black institutions and a contact list is used within Office of Human Resources to target the most diverse applicant pool.

In March 2012, FSU's Office of Human Resources is planning to implement an onboarding program for its new employees. Effective onboarding will serve three interrelated purposes:

- Ensuring that employees feel welcome, comfortable, prepared, and supported by their department and by the institution as a whole.
- Increasing employees' ability to make an impact with the University, both long- and short-term.
- Helping employees to succeed in their occupations, leading to increased retention and allowing the University to continue to meet its mission

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

Within the Academic Affairs Division, eleven faculty searches were conducted in 2011, with 18% of the positions filled by minority applicants (*Strategy 3.2*). In the College of Business, two faculty searches were conducted and 50% of the positions were filled by minorities. In the College of Education, one African American and one Hispanic faculty member were each hired into non-tenure track positions.

The FSU administration has experienced an increase in minority hires since the implementation of the Minority Recruitment Plan (*Strategy 3.2*). From January 2010 to present, 27 administrative searches have been completed. Of these searches, minority applicants filled two (7.4%) of the positions. In the Division of Student and Educational Services, the Residence Life Office hired an African-American Assistant Director, as well as three part-time African-American staff members to work as Resident Directors. The Division of Administration and Finance hired an Asian as the Men and Women's Head Swim Coach.

In an effort to help retain minority faculty and staff, the University's mentoring program is designed to help new staff members feel welcomed and part of the campus community. During 2011, eighteen new staff members were matched with mentors (*Strategy 3.3*).

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

Frostburg State University's Cultural Diversity Program works to create an environment that is welcoming and safe for students. Various programs are offered on the FSU campus by a cross-section of academic and administrative offices, as well as student organizations that enhance the development of students' multicultural competency skills. By providing a wide variety of educational programs and diversity workshops, the University helps students understand the similarities and differences between cultural behavior patterns, arts, beliefs, institutions, and all other products of human behavior and thought.

The President's Advisory Council on Diversity (PACD)

The President's Advisory Council on Diversity (PACD) plays an important role in fostering a respect for diversity at the University. It meets regularly to set goals and launch initiatives to improve the campus climate with respect to diversity, form workgroups to conduct research on selected issues and analyze results, and make recommendations to the president. The council is currently in the process of re-evaluating its missions and goals in order to become more action-oriented. One of the council's previously established goals – the reactivation of the National Coalition Building Institute, FSU Campus Affiliate – was met in fall 2011. Related events included the President's Leadership for Equity and Inclusion workshop (including the president's cabinet, deans, and assistant deans from the three colleges and various other key-players); a three-day "Train the Trainer" event where faculty, staff, and students trained to be facilitators of the "Welcoming Diversity: Leadership for Equity and Inclusion;" and the "Controversial Issues" workshops. The director of the Diversity Center has been established as the director of the FSU NCBI Campus Affiliate.

The University Diversity Center

The University's Diversity Center works specifically to foster a sense of community among students of all races, genders, and national origins. This goal is accomplished through activities, workshops, retreats, and programs that help students develop an understanding of cultural differences.

The Diversity Center plays an important role in the University's goal of enhancing diversity instruction and training available for students, faculty, and staff. As mentioned previously, the center has taken the lead in re-establishing FSU chapter of NCBI. In addition, several events were organized for fall 2011, including a training session provided to approximately 60 Residence Life Office staff; the annual diversity retreat centered around a full-day workshop with 57 participants and 9 facilitators; two "all-campus" workshops; and the NCBI "Welcoming Diversity: Leadership for Equity and Inclusion" introductory workshop available to all Introduction to Higher Education course sections. Beginning in fall 2012, all freshmen will be required to participate in this NCBI workshop. For the fall of 2012, a learning community will be offered that will partner an Introduction to Higher Education course section with an identity and difference course.

Another important role of the Diversity Center is to provide advising and other support for FSU's minority student organizations. The Black Student Alliance (BSA), which is one of the largest and oldest University-funded student organizations on campus, focuses directly on diversity issues. Frostburg helps to nurture this group by conducting an annual BSA Executive Board Retreat. This intensive weekend retreat serves to prepare the group's leadership for each new academic year and is combined with regular one-day retreats held during the fall and spring semesters. The BSA director is also currently serving as the advisor to the Latin American Student Organization (LASO).

The Diversity Center also serves as a resource to a number of other student organizations that focus on diversity issues, including: the Chinese Cultural Club (CCC); the African Student Association (ASA); the African American Studies Society (AASS); and the Gay/ Straight Alliance (GSA). During the reporting period, the on-campus Hillel (Jewish Student) organization was re-activated and the Muslim Student Association (MSA) was established.

Enhancing the Multicultural Quality of the Curriculum

Frostburg State University enhances the multiculturalism of its curriculum through the Women's Studies program, the International Studies program, and the Undergraduate Education Initiative (*Strategy 4.4*).

In addition to exploring diversity in the classroom, the Women's Studies (WMST) program and minor continues to sponsor activities specifically designed to promote cultural diversity both on-campus and in the community. As part of International Women's Day in March 2011, WMST hosted the "Women, Work, and Organizing" event, which included a presentation by an FSU faculty member regarding women and labor organizing and a film screening of "Dreadful Memories: The Life of Sarah Ogan Gunning." The program also sponsored performances of Eve Ensler's *The Vagina Monologues* as well as other activities by related student

organizations such as V-Day and Students for Women's Issues. These events (e.g., the V-Day-hosted "Take Back the Night" march held in November, 2011) help to raise awareness regarding violence against women and to empower young women (and men) to change the campus climate in a positive way.

The University's International Studies program also helps to build an understanding and respect for diversity among students. In addition to offering an interdisciplinary major in International Studies with four possible concentrations, the program offers an interdisciplinary minor in International Studies and an International Area Studies Certificate. Both the minor and the certificate are open to students of all majors. Moreover, two International Studies courses, Introduction to International Studies and Introduction to World Religion, fulfill the Identity and Difference requirement for the General Education Program (GEP). The International Studies major attracts a diverse student population, with a higher percentage of African-American, Hispanic, and female students than does the university as a whole. The International Studies Steering Committee continues to advocate the professionalization of the program through the creation of an International Studies faculty/coordinator position affiliated with the Department of Political Science.

The Undergraduate Education Initiative continues to address diversity issues in the curriculum through 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 2011-2012, a total of 91 Identity and Difference course sections were offered, with course enrollments totaling 2,471.

Goal 5: Promote the Understanding of International Cultures

The University's Center for International Education (CIE) has worked to promote the understanding of international cultures on campus by revitalizing international student recruitment and enrollment (*Strategy 5.1*). International student enrollment at FSU grew 41.2% during the past year, from 51 students from 20 countries in fall 2010 to 72 students from 17 countries in fall 2011. Over the last five years, the number of international students attending Frostburg State University has increased by 300% (from a level of 18 students in fall 2007).

Increasing the Number of International Students

In 2010, the Universities enjoyed international student exchange agreements with Hunan Normal University in Changsha, China; Mary Immaculate College in Limerick, Ireland; University of Northumbria in Newcastle, England; and University College UCC in Copenhagen, Denmark. To help bring additional international students to the campus, Frostburg established several new agreements with a number of foreign universities in 2011, including five located in Taiwan and two in China. Frostburg's growing number of international agreements, educational partnerships with English language schools in the United States, and designation as a receiving institution for the Saudi Arabia Cultural Mission, have brought to Frostburg an increasing number of international students from a variety of countries

The Center for International Education has implemented a number of initiatives to promote the academic success of international students and facilitate their integration into the campus and local community. Through the work of the center, the University now offers intermediate- and advanced-level ESL classes for exchange students who require additional language training. During the past year, the center has also arranged for an international section of Introduction to Higher Education for all international students who are enrolled in ESL courses.

Enhancing International Programming

A wide variety of University programs designed to promote the understanding of international cultures were offered in 2011 (*Strategy 5.2*), including:

- Student Educational Service, Leadership Studies and the J. Glenn Bealle, Jr. Institute for Public Affairs invited retired foreign-service officer Tom O'Herron to speak to students, faculty, and staff during a forum entitled "Building Global Diplomacy & Global Careers through Campus Leadership Development" held in April 2011.

- The FSU History Department sponsored a day of lectures and discussion on contemporary Islam entitled “Islam in Focus: Contemporary Religion and Political Movements in North Africa and the Middle East” featuring three Islamic scholars from Saudi Arabia, Morocco, and Yemen in November 2011.
- In December 2011, the FSU Department of Theatre and Dance presented seven performances, including a special benefit performance, of the 2009 Pulitzer-prize winning drama, *Ruined*, drawing attention to the plight of women in today’s war-torn Democratic Republic of Congo.
- The Cultural Events Series (CES) offered international music and dance performances from China, Spain, and Ireland as part of their annual performance series.
- The FSU Music Department partnered with World Artists’ Experiences to bring multicultural performances from the Czech Republic, South Korea, former Republic of Tuva (Russian Federation), and Ireland to the FSU Performing Arts Center.
- In February and March 2012, the University Programming Council will again present its annual *Bridges to the World* International Film Festival. This year’s festival features films from Brazil, Japan, Austria, Sri Lanka, and Turkey.

Increasing the Number of International Opportunities for Students and Faculty

Over the last two years, the University has re-intensified its efforts to increase international opportunities for students and faculty (**Strategy 5.3**). The total number of student participants enrolled in study abroad programs administered by the FSU Center for International Education increased from 42 students to 15 countries in AY 2010-2011 to 83 students to 26 countries in AY 2011-2012.

Over the last year, the University has helped to create a number of innovative and valuable international experiences for students and faculty. The College of Business, Office of Graduate Services, and the Center for International Education have together organized summer 2012 study trips for business students in China. These faculty-led trips will give students an opportunity to interact with Chinese business faculty, visit important industrial locations, and enjoy many of the country’s historical and cultural sites. More faculty led trips for business and other FSU students in China and Taiwan are currently being planned for AY 2012-2013.

In addition, international programming has been added to the goals of a growing number of campus organizations and student groups. For example, the development of the multicultural competence is now an important program dimension of the President’s Leadership Circle (PLC), a student group first established in 2009 that includes 15 to 20 undergraduate students whose leadership has made significant contributions to the University. Nine members of the PLC spent their spring break in March 2011 in China as part of a leadership study-tour. The group went to both Beijing and to Hunan Normal University. The students were accompanied by two faculty members (the co-coordinators of the Leadership Studies Minor), and the Director of the Center for International Education. Eight of the student participants presented their impressions of their two-week visit to faculty, staff, and students in an evening presentation in April 2011. Another student participant, Asia Taylor, presented her documentary film entitled “Learning to Unlearn” in April 2011. Both presentations were followed by group discussion.

Promoting Intercultural Understanding

In 2011, University continued to provide services and programs to FSU’s international students and to American students, faculty, and staff to promote intercultural understanding on campus (**Strategy 5.4**). In addition to monthly social and cultural activities offered by the CIE and designed to aid international students in the acculturation process, student clubs and campus organizations have become actively involved in this process. Two important organizations in this regard are the Chinese Culture Club and the recently formed Muslim Students Association.

- The Chinese Culture Club (CCC) maintained an active presence on campus this year, again hosting their annual celebrations for the Autumn Festival and Chinese New Year. The CCC also connected new international students with conversation partners and local mentors from the campus and local community. In January 2012, the CCC partnered with West Side Elementary School in Cumberland to

present a full-day Chinese New Year Celebration to introduce students, parents, and teachers to various aspects of Chinese culture.

- The Muslim Student Association, organized in September 2011, is comprised of both domestic and international students of the Muslim faith. This year, they have been working with Dining Services and other departments on campus to address their special dietary and faith needs.
- The Student Communication Studies Association hosted an Intercultural Communications Mixer for faculty, staff, and students in November 2011. The round-robin format introduced participants to international and intercultural differences through guided conversation topics facilitated by students representing various national, ethnic, and cultural groups.

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

Frostburg State University has made significant progress toward implementing the initiatives outlined in its Cultural Diversity Program. However, additional resources are needed for full implementation. In 2009, the University estimated that its Cultural Diversity Program required an additional \$214,000 in funding. Over the last three 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 10/21/2010, no campus-based hate crimes or bias-motivated incidents had occurred at Frostburg State University. Since then, there have been three reported bias-motivated incidents. All three incidents were investigated by University Police (see Table 3 below).

Table 3
Status Report on Campus-Based Hate Crimes and Bias-Motivated Incidents
February 2010 to February 2012

Date	Location	Incident	Summary
11/8/2011	Lane Center	Racial Defacement/ Damage to Property	Housekeeping staff reported that someone had written racial slurs on a stall wall of the First Floor men's restroom.
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

**Comparison Tables for
Faculty, Staff, and Students**

Prepared by

Office of the Provost

Division of Student and Educational Services

February 2012

Appendix A

Frostburg State University

Comparison Tables for Faculty, Staff, and Students

Table 1
Student Headcount by Career

Career	Race/Ethnicity*	Term																	
		Fall 2008				Fall 2009				Fall 2010				Fall 2011				All	
		Male N	Female N	N	%	Male N	Female N	N	%	Male N	Female N	N	%	Male N	Female N	N	%	N	
Graduate	Unknown	3	10	13	2.05	5	9	14	2.22	2	.	2	0.33	3	1	4	0.57	33	
	African American/Black	6	11	17	2.69	9	11	20	3.17	15	17	32	5.3	11	18	29	4.15	98	
	Amer Ind or Alaska Nat	.	2	2	0.32	1	2	3	0.48	.	.	.	.	.	.	.	.	5	
	Asian	2	2	4	0.63	1	2	3	0.48	4	4	8	1.32	5	6	11	1.58	26	
	Hisp/Latino	.	4	4	0.63	.	4	4	0.63	3	5	8	1.32	2	6	8	1.15	24	
	White	207	378	585	92.4	168	404	572	90.8	168	372	540	89.4	231	379	610	87.4	2307	
	Other	1	7	8	1.26	6	8	14	2.22	9	5	14	2.32	20	12	32	4.58	68	
	Two or More Races	.	.	.	.	.	.	.	.	.	.	.	.	2	2	4	0.57	4	
	All	219	414	633	100	190	440	630	100	201	403	604	100	274	424	698	100	2565	
	Undergraduate	50	53	103	2.25	46	60	106	2.23	16	12	28	0.58	18	21	39	0.82	276	
Undergraduate	Unknown	501	503	1004	21.9	551	576	1127	23.7	557	572	1129	23.2	592	563	1155	24.4	4415	
	African American/Black	6	9	15	0.33	9	9	18	0.38	7	6	13	0.27	6	5	11	0.23	57	
	Amer Ind or Alaska Nat	47	34	81	1.77	44	33	77	1.62	47	28	75	1.54	31	17	48	1.01	281	
	Asian	58	38	96	2.1	69	54	123	2.59	98	90	188	3.86	79	76	155	3.28	562	
	Hisp/Latino	1695	1555	3250	70.9	1683	1574	3257	68.5	1744	1640	3384	69.5	1591	1508	3099	65.5	12990	
	White	11	22	33	0.72	14	33	47	0.99	20	29	49	1.01	24	34	58	1.23	187	
	Other	.	.	.	.	.	.	.	.	.	.	.	.	7	3	10	0.21	10	
	Native Hawaiian or Pac Island	.	.	.	.	.	.	.	.	.	.	.	.	66	90	156	3.3	156	
	Two or More Races	.	.	.	.	.	.	.	.	.	.	.	.	66	90	156	3.3	156	
	All	2368	2214	4582	100	2416	2339	4755	100	2489	2377	4866	100	2414	2317	4731	100	18934	
All		2587	2628	5215	100	2606	2779	5385	100	2690	2780	5470	100	2688	2741	5429	100	21499	
Office of Planning, Assessment, and Institutional Research																			

* The following information is provided in response to the 2008 request of the Joint Chairs for additional information on undergraduate minority student enrollment. Frostburg State University's undergraduate minority student enrollment, broken down by minority group for the four most recent fiscal years, was as follows: African American: 19.6% in FY 08, 21.9% in FY 09, 23.7% in FY 10, and 23.2% in FY 11; Hispanic: 2.1% in FY 08, 2.1% in FY 09, 2.59% in FY 10, and 3.86% in FY 11; Asian: 1.6% in FY 08, 1.8% in FY 09, 1.62% in FY 10, 1.54% in FY 11; and Native American: .4% in FY 08, .3% in FY 09, .38% in FY 10, and .27% in FY 11.

Appendix A

Frostburg State University

Comparison Tables for Faculty, Staff, and Students

Table 2
Instructional Faculty
Split By Tenure/Tenure Track and Non-Tenure/Tenure Track

Last update: February 1, 2012

Tenure Status	Race/Ethnicity*	Year																All	
		2008				2009				2010				2011					
		Male	Female	N	All	Male	Female	N	All	Male	Female	N	All	Male	Female	N	All		
		N	N		%	N	N		%	N	N		%	N	N		%	N	
Non-Tenure/ Tenure Track	Unknown	.	.	.	.	.	.	.	.	1	1	2	1.27	1	.	1	0.64	3
	African American/Black	1	1	2	1.34	.	2	2	1.34	.	.	.	.	1	1	2	1.27	6
	Asian	1	3	4	2.68	3	1	4	2.68	3	2	5	3.16	1	2	3	1.91	16	
	Hisp/Latino	.	1	1	0.67	.	3	3	2.01	.	4	4	2.53	.	3	3	1.91	11	
	White	69	73	142	95.3	64	76	140	93.96	66	77	143	90.5	66	81	147	93.6	572	
	Other	.	.	.	.	.	.	.	.	1	2	3	1.9	.	1	1	0.64	4
	Native Hawaiian or Pac Island	.	.	.	.	.	.	.	.	.	1	1	0.63	.	.	.	.	1
	All	71	78	149	100	67	82	149	100	71	87	158	100	69	88	157	100	613	
Tenure/ Tenure Track	Unknown	.	.	.	.	.	.	.	.	1	.	1	0.48	.	2	2	0.94	3
	African American/Black	6	2	8	3.83	7	2	9	4.27	6	2	8	3.85	5	2	7	3.3	32	
	Asian	9	7	16	7.66	9	7	16	7.58	7	6	13	6.25	6	6	12	5.66	57	
	Hisp/Latino	1	3	4	1.91	1	3	4	1.9	1	3	4	1.92	1	3	4	1.89	16	
	White	113	68	181	86.6	116	66	182	86.26	113	65	178	85.6	112	69	181	85.4	722	
	Other	.	.	.	.	.	.	.	.	2	2	4	1.92	4	2	6	2.83	10
	All	129	80	209	100	133	78	211	100	130	78	208	100	128	84	212	100	840	
All		200	158	358	100	200	160	360	100	201	165	366	100	197	172	369	100	1453	

*Data reported for fall 2008 and fall 2009 is based on the 1977 race/ethnicity codes. Fall 2010 and Fall 2011 data is based on the new race/ethnicity codes.

Appendix A

Frostburg State University

Comparison Tables for Faculty, Staff, and Students

Table 3
Staff By Principle Occupational Assignment

Occupational Code	Race/Ethnicity*	Year																		All
		2008				2009				2010				2011						
		Male	Female	All	%	Male	Female	All	%	Male	Female	All	%	Male	Female	All	%			
		N	N	N		N	N	N		N	N	N		N	N	N		N		
Exec/Admin/Mngr	African American/Black	2	1	3	5.26	2	1	3	5.17	2	1	3	5.17	2	1	3	5.56	12		
	Amer Ind or Alaska Nat	1	.	1	1.75	.	.	.	.	.	.	.	.	.	.	.	.	1
	Asian	.	.	.	.	.	.	.	.	1	.	1	1.72	1	.	1	1.85	2
	White	36	17	53	92.98	35	20	55	94.83	33	21	54	93.1	30	20	50	92.6	212		
	All	39	18	57	100	37	21	58	100	36	22	58	100	33	21	54	100	227		
Professional	Unknown	.	.	.	.	.	1	1	0.65	2	2	4	2.42	2	2	4	2.47	9
	African American/Black	3	3	6	4.05	4	5	9	5.81	6	4	10	6.06	5	4	9	5.56	34		
	Amer Ind or Alaska Nat	1	.	1	0.68	1	.	1	0.65	1	.	1	0.61	1	.	1	0.62	4		
	Asian	3	.	3	2.03	3	.	3	1.94	2	.	2	1.21	2	.	2	1.23	10		
	Hisp/Latino	.	1	1	0.68	.	.	.	.	.	1	1	0.61	.	1	1	0.62	3
	White	59	78	137	92.57	60	81	141	90.97	61	84	145	87.9	59	85	144	88.9	567		
	Other	.	.	.	.	.	.	.	.	2	.	2	1.21	1	.	1	0.62	3
	All	66	82	148	100	68	87	155	100	74	91	165	100	70	92	162	100	630		
	Unknown	.	2	2	1.11	.	2	2	1.05	.	.	.	.	5	5	10	5.41	14
Clerical	African American/Black	3	8	11	6.11	1	7	8	4.19	.	6	6	3.45	.	2	2	1.08	27		
	Asian	.	2	2	1.11	.	3	3	1.57	1	1	2	1.15	1	1	2	1.08	9		
	Hisp/Latino	1	.	1	0.56	1	.	1	0.52	2	1	3	1.72	2	1	3	1.62	8		
	White	17	147	164	91.11	25	152	177	92.67	24	137	161	92.5	24	142	166	89.7	668		
	Other	.	.	.	.	.	.	.	.	1	.	1	0.57	.	.	.	.	1
	Two or More Races	.	.	.	.	.	.	.	.	.	1	1	0.57	.	2	2	1.08	3
	All	21	159	180	100	27	164	191	100	28	146	174	100	32	153	185	100	730		
	Hisp/Latino	1	.	1	2	1	.	1	2.17	1	.	1	2.22	1	.	1	2.27	4		
	White	25	24	49	98	24	21	45	97.83	26	18	44	97.78	26	17	43	97.7	181		
Skilled Crafts	All	26	24	50	100	25	21	46	100	27	18	45	100	27	17	44	100	185		
	Unknown	1	.	1	2.86	.	.	.	.	.	.	.	.	.	.	.	.	1
	White	33	1	34	97.14	34	1	35	100	36	1	37	100	36	1	37	100	143		
Serv/Maint	All	34	1	35	100	34	1	35	100	36	1	37	100	36	1	37	100	144		
	Unknown	.	1	1	1.14	.	.	.	.	.	1	1	1.3	2	2	4	4.55	6
	African American/Black	.	3	3	3.41	.	3	3	3.53	.	2	2	2.6	.	1	1	1.14	9		
	Asian	.	1	1	1.14	.	1	1	1.18	.	1	1	1.3	.	1	1	1.14	4		
	White	48	35	83	94.32	45	36	81	95.29	36	37	73	94.8	45	37	82	93.2	319		
All	All	48	40	88	100	45	40	85	100	36	41	77	100	47	41	88	100	338		
Office of Planning, Assessment, and Institutional Research		234	324	558	100	236	334	570	100	237	319	556	100	245	325	570	100	2254		

*Data reported for fall 2008 and fall 2009 is based on the 1977 race/ethnicity codes. Fall 2010 and Fall 2011 data is based on the new race/ethnicity codes.

SALISBURY UNIVERSITY

**PROGRESS REPORT
ON
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY
February, 2012
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.

Under Dr. Dudley-Eshbach's leadership, SU has made great strides towards becoming a diverse, inclusive campus. President Dudley-Eshbach's vision of diversity extends to faculty, staff, and students, and includes geographic diversity. SU's student body is 8,606, an increase of 209 over Fall 2010. Our enrollment of 8,606 includes 1,699 minority students, an increase of 115 (7.3%) over Fall 2010, and an increase of 27.6% from Fall 2008 to Fall 2011.

President Dudley-Eshbach's emphasis on the importance of international education has helped bring an increasingly international profile to our student body. The Fall 2011 student population includes students from 69 foreign countries (up from 57 a year ago). Of these students, 101 are nonresident aliens (a significant increase from 61 a year ago).

An increased effort to recruit students of diverse backgrounds is only part of the success story at SU; we also continue to work hard to retain diverse students after they have arrived. 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. Our TRiO grant, in its first full year of implementation, offers assistance for first-generation, low income, and differently-abled students at SU. Math assessment exams for all entering first-year students have shown great promise in accurately placing students into courses for which they are prepared, a key factor in retention. Other retention initiatives, such as Supplemental Instruction (SI) and Living-Learning Communities (LLCs), also demonstrate SU's commitment to student-centeredness and the success of our students. These efforts have clearly paid off, as SU's retention rate for all first-time, full-time students increased from 81.0% for the 2009 cohort to 82.5% for the 2010 cohort. For African-American students, the retention increase was even greater, from 81.1% to 84.4%.

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

Develop and implement diversity awareness, and educational and professional development training opportunities for both faculty and staff.

- SU offered several opportunities for faculty and staff professional development and training in areas related to creating and sustaining a diverse campus. Topics included Sexual Harassment Prevention, Prevention of Discrimination and Other Forms of Harassment, and Teaching in a Diverse Classroom.

Grants and Sponsored Research

SU faculty and staff were awarded numerous grants related to diversity initiatives.

- US. Dept. of Education - TRIO-ACHIEVE SSS - Year 2 of 5, \$213,180 - Project to assist underserved, low income, first generation, and students with disabilities to increase academic success and increase graduation rates.
- US. Dept. of Education – Office of English Language Acquisition - Year 1 of 5, \$400,000
Training and Retaining Grades K-12 Eastern Shore Teachers -TARGET (Phase II) – The project targets STEM and content-area, middle/high-school teachers and aims to provide TESOL training to instigate improved English learner college-bound rates.
- Robert Wood Johnson - New Careers in Nursing scholarship – 3rd year of funding. \$80,000. Scholarships are used to increase diversity of student nurses.
- Community Foundation of the Eastern Shore- \$1,850 award for afterschool support for English Language Learners at Chipman Elementary School.
- Race to the Top/MSDE - \$5,000 – Year 1 of 4. Teach for Maryland -Preparing Teachers to Teach in High Poverty/High Minority Schools. This project will assist teachers and teacher candidates in developing an understanding and implementation of Developmentally Appropriate Practices in early childhood education in 4 elementary schools in Wicomico County.
- NEA/MSDE - \$40,000. Maryland Summer Center for the Arts program. Over 10% of the funds are devoted to underserved, low income students for the 2 week residential arts program at Salisbury University.
- Jack Kent Cooke/MSDE - \$30,000 for MSCA – partial funding for use in 2012 summer center program. We do not have official notice from MSDE yet but 20-24k will be used for scholarship of underserved student population.

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 are currently being analyzed, but generally show SU to have a positive climate

International Education

- 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.

International Students

- Quadrupled enrollment in pilot English Language Institute from 8 students in spring 2011 to 38 in fall 2011.
- Enrollment in pilot ELI projected to increase additional 20% for spring 2012 and additional 100% for fall 2012.
- Inaugural summer English Language Institute program during summer 2011.
- Inaugural "Year in America" program for students from SU partners Anqing Normal University and Huaihua University, both in China. Enrolled 16 students in a combination of ELI courses and academic courses complemented by cultural activities in and around Salisbury and throughout the Mid-Atlantic region from New York to Philadelphia and Washington, DC.
- Three new exchange students from new bilateral reciprocal exchange partner, the University of Málaga, Spain.
- Total enrollment of non-immigrant international students (as defined by Department of Education) increased by 60% from fall 2011 to spring 2011 (68 to 110), the largest one-year increase in University history.
- Total enrollment of non-immigrant international students (as defined by Department of Education) surpassed 100 students and 1% of total enrollment for first time in University history.

International Faculty

- SU welcomed first J-1 Visiting Scholars to teach on the faculty.
 - Dr. Valentín García (Serrano, Spain) taught Spanish language and Art History during spring semester 2011.
 - Dr. Narendra Panjwani (India) taught Communication Arts and Media during fall semester 2011.
 - Dr. María del Mar López Martín (Spain) collaborated with colleagues on joint research in the Department of Marketing during summer and fall 2011.
 - Mr. Eric Hu (China) collaborated with colleagues at the Center for International Education during the inaugural "Year in America" visiting student program in fall 2011.
- Additional J-1 Visiting Scholars from China, Ghana, and Ecuador are currently in the planning stages for Academic Year 2012-13.

Study Abroad

- Record number of SU students studied abroad during AY 2010-11 – 261 students
- Four more SU students awarded competitive national Benjamin A. Gilman study abroad scholarships during calendar year 2011:
 - Emily Hawthorne – Ecuador (spring 2011)
 - Eric Lindblad – Estonia (spring 2011)
 - Vincent Varsalona – Japan (fall 2011)
 - Jessica Akyea – Ecuador (fall 2011)
- SU added a fourth Salisbury Abroad strategic partnership in Málaga, Spain for full semester study abroad earning SU credit for the equivalent costs to a semester on main campus in Maryland.
- Salisbury Abroad portfolio expands offerings for semester study abroad:
 - Salisbury Abroad: Ecuador – Latin America (2009)
 - Salisbury Abroad: China – East Asia (2010)
 - Salisbury Abroad: Estonia – Eastern Europe (2010)
 - Salisbury Abroad: Spain – Southern Europe (2011)
- Additional Salisbury Abroad sites currently under development:
 - Salisbury Abroad: Scotland – Western Europe (Begins fall 2012)
 - Salisbury Abroad: Ghana – Africa (Under development)
 - Salisbury Abroad: India – South Asia (Under development)
- Record number of SU students will study abroad for full semesters or a full academic year during Academic Year 2011-12 – 35 students.
- Record number of SU students will study abroad during January semester 2012 – 150 students.
- Record number of SU faculty-led study abroad programs will be offered during January semester 2012 – 12 programs.
- New SU faculty-led study abroad programs during January 2012 in the following destinations: Rome, Italy; Bologna, Italy; Vietnam (multi-city); Hong Kong.
- Inaugural Communications Global Internship program offered during fall 2011 in collaboration with Global Experiences, Inc. in Florence, Italy – 4 students.
- Launching during AY 2010-11 and AY 2011-12 of three new interdisciplinary area studies minors with fully embedded semester study abroad programs that allow students to complete 4 of 5 courses towards the minor in one semester abroad.
 - Latin American Studies minor – Salisbury Abroad: Ecuador (2010)
 - European Studies minor – Salisbury Abroad: Estonia (2011)
 - Asian Studies minor – Salisbury Abroad: China (2011)
 - South Asian Studies minor – Salisbury Abroad: India (under development)
 - African Studies minor – Salisbury Abroad: Ghana (under development).

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.
- 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.

Administrative Coordination and Accountability

The Office of Diversity is part of the Office of the President.

- SU recently conducted a national search for a new Chief Diversity Officer. While the search was not successful, it gave us a clearer idea of the skills needed to fill this very important position. As a result, we are thinking more holistically about diversity as it relates to students, faculty, staff and community, and are making adjustments to a current position to broaden its scope and responsibility to embrace the diversity mission. The incumbent in that position will take on these new duties in the near future.
- 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

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.
- During Multicultural Visitation Weekend, SU hosted approximately 50 students just before Admitted Student Day.
- Arranged for two large bus trips to bring students to campus from Montgomery County each year.
- The Admissions Office hosted 56 diverse student groups on campus for tours and information (and often lunch).
- Admissions conducted targeted phone counseling for diverse students.
- Admissions officers attended multiple National Hispanic College Fairs.

- Enhanced 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.
- Promoted Test Optional Admission Policy as a minority recruitment strategy.
- Hosted an event for high school guidance officers and representatives from non-profits working with diverse constituents to familiarize them with SU.

STEM Initiatives and Diversity

- The Henson School sponsored the Fruitland Community Center for a campus visit to learn about STEM and health-care careers and to meet with college students currently doing research (molecular biology, analytical chemistry).
- Henson School faculty and administrators participated in the Higher Achievement program on our campus by providing information about careers in STEM and health professions fields as well as hands-on activities in human physiology and molecular biology.
- Henson Faculty provided students in the Horizons Program (<http://salisburyhorizons.org/>) with a half-day program on anatomy and physiology and biomedical careers.
- An NSF-sponsored Science Camp @ SU included approximately 50% minority participants for the week-long camp held in July 2011. The camp will be offered again in June, 2012.
- The Henson School Dean and Advising Services Coordinator met with SU students in our Powerful Connections program, discussing STEM and health professions majors and careers and strategies for success in the first year of college.
- Science Nights@SU introduced a diverse group of high school students to STEM fields.

Retention of Diverse Student Populations

- Powerful Connections, a program that matches upper class students with first-time freshmen from underrepresented groups to assist in the college transition, achieved significant success.
- Fall 2011 consisted of 31 mentors with a cohort grade point average of 2.79 and 66 mentees (first-year students) with a cohort grade point average of 2.63.
- The 2010 cohort of 47 first-year students had a 91% retention rate into their sophomore year.

TRiO Grant Implementation

- In its first full year of implementation, SU's TRiO grant has already begun to show tangible results.
- The TRiO participants currently make up a diverse group:
 - 8 Asian Students
 - 60 Black/African American
 - 13 Latino or Hispanic
 - 8 More than one race

- 52 White
- 91 of the students are low income and first generation
- 22 low income only
- 27 first generation
- 1 disabled
- 2010-2011, the first year of the TRiO grant at SU, 92% of the TRiO participants persisted to the next academic year 2011-2012. 93% were in good academic standing (2.0 or better) at the close of the first year.
- 98 TRiO participants received supplemental grant aid in 2010-2011 to help defray the cost of a college education.
- TRiO participant Jenna Payne was awarded a \$500 scholarship by Maryland Executive Council for Educational Opportunities. The scholarship is awarded to deserving TRiO participants to help defray the high cost of completing a college education.
- TRiO participant Brittany Edwards is the first of several SU TRiO students to study abroad. She is in Ecuador during winter session in part due to support provided by the TRiO grant.

Closing the Achievement Gap

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.
- 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 19 courses offered in fall 2011.

Diversity Initiatives at 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.
- 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.
- Writing consultants have been trained by the Counseling Center, Student Disabilities Support Services, and Bisexual Transgender Gay Lesbian and Straight Supports (BTGLASS).

Alumni Diversity Initiatives

- The Alumni Board has increased its minority membership from one minority member in 2007 to four in 2011.
- The Alumni Office partnered with Multicultural Student Services and the Horizons Project to produce events for specific affinity groups during Homecoming Weekend. Events included LAMBDA Society Rainbow Reception, Multicultural Alumni Jazz Reception and the 35th Anniversary Celebration of the Gamma Kappa chapter of Omega Psi Phi.

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.
- Support curricular development. The Faculty Senate's Faculty Development Committee devoted its August 2011 faculty development day to diversity. Dr. Mitchell Hammer, a noted authority on issues of diversity, served as keynote speaker.

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.
- Cultural laureate program. SU students who attend at least 5 different cultural events per semester receive a certificate and an honor cord at graduation, identifying them as cultural laureates.

Community Relations

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.

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. The programs we have introduced 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 and are already achieving significant results.

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 outcomes of these endeavors are quite positive; with a sustained effort and commitment, we expect even greater results.

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 State funding.

APPENDICES

PROGRESS REPORT
ON
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY

February 2012

Cultural Diversity Planning at Salisbury University

Appendix A:

Faculty																
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	28	4.3%	17	11	25	4.4%	16	9	29	4.9%	20	9	31	5.0%	20	11
American Indian or Alaska Native	2	0.3%	0	2	2	0.4%	0	2	2	0.3%	0	2	1	0.2%	0	1
Asian	18	2.7%	10	8	20	3.5%	11	9	23	3.9%	13	10	26	4.2%	12	14
Hispanic/Latino	9	1.4%	3	6	8	1.4%	4	4	9	1.5%	5	4	8	1.3%	4	4
White	532	81.2%	241	291	501	87.7%	241	260	521	87.3%	241	280	530	86.3%	236	294
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	0.0%	0	0	0	0.0%	0	0
Two or more races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	0.0%	0	0	2	0.3%	1	1
Nonresident Alien	14	2.1%	5	9	9	1.6%	3	6	8	1.3%	1	7	8	1.3%	3	5
Did not self identify	52	7.9%	25	27	6	1.1%	3	3	5	0.8%	3	2	8	1.3%	3	5
Total	655	100.0%	301	354	571	100.0%	278	293	597	100.0%	283	314	614	100.0%	279	335

Source: EDS file.

Note. Faculty numbers include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is Instruction.

	Headcount Change	% Change
Change in Faculty between 08/09 and 11/12	-41	-6.3%
Minority Faculty	11	19.3%

Appendix B:

Staff																
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	340	34.9%	106	234	324	34.4%	103	221	314	33.3%	104	210	339	34.8%	115	224
American Indian or Alaska Native	1	0.1%	0	1	1	0.1%	0	1	2	0.2%	1	1	3	0.3%	1	2
Asian	11	1.1%	5	6	9	1.0%	4	5	11	1.2%	5	6	9	0.9%	4	5
Hispanic/Latino	9	0.9%	3	6	16	1.7%	8	8	15	1.6%	6	9	20	2.1%	7	13
White	598	61.5%	242	356	580	61.5%	234	346	589	62.5%	238	351	585	60.1%	242	343
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	2	0.2%	1	1	3	0.3%	1	2
Two or more races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4	0.4%	1	3	7	0.7%	2	5
Nonresident Alien	2	0.2%	0	2	2	0.2%	0	2	2	0.2%	2	0	1	0.1%	1	0
Did not self identify	12	1.2%	6	6	11	1.2%	4	7	4	0.4%	0	4	7	0.7%	1	6
Total	973	100.0%	362	611	943	100.0%	353	590	943	100.0%	358	585	974	100.0%	374	600

Source: EDS file.

Note. Staff numbers include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is in one of the following categories: Executive/Admin, Professional, Clerical, Technical/Paraprofessional, Skilled Crafts, Service/Maintenance.

	Headcount Increase	% Increase
Change in Faculty between 0809 and 1112	1	0.1%
Minority Faculty	20	5.5%

Appendix C:

Students																
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	890	11.3%	409	481	942	11.5%	425	517	929	11.1%	376	553	930	10.8%	376	554
American Indian or Alaska Native	39	0.5%	19	20	54	0.7%	26	28	34	0.4%	13	21	28	0.3%	13	15
Asian	204	2.6%	104	100	206	2.5%	96	110	182	2.2%	76	106	202	2.3%	83	119
Hispanic/Latino	198	2.5%	93	105	216	2.6%	106	110	296	3.5%	133	163	348	4.0%	150	198
White	6373	81.0%	2743	3630	6657	81.1%	2850	3807	6701	79.8%	2854	3847	6711	78.0%	2842	3869
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	6	0.1%	4	2	6	0.1%	4	2
Two or more races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	137	1.6%	62	75	185	2.1%	80	105
Nonresident Alien	64	0.8%	21	43	61	0.7%	28	33	61	0.7%	30	31	101	1.2%	46	55
Did not self identify	100	1.3%	47	53	68	0.8%	32	36	51	0.6%	32	19	95	1.1%	48	47
Total	7868	100.0%	3436	4432	8204	100.0%	3563	4641	8397	100.0%	3580	4817	8606	100.0%	3642	4964

Source: Factbook p. B-4.0

	Headcount Increase	% Increase
Change in Students between 08/09 and 11/12	738	9.4%
Minority Students	368	27.6%

TOWSON UNIVERSITY

**Towson University
Progress Report on
Institutional Programs of Cultural Diversity
February 2012**

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 (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.

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

Status of Implementation Efforts

Presidential Diversity Initiatives: TU's recently appointed president, Maravene Loeschke, is committed to diversity and will work closely with TU's Diversity Coordinating Council during her first year in office. Charged with facilitating the establishment and maintenance of an inclusive campus environment, TU's Diversity Coordinating Council consists of high-level administrators (the Provost and Vice President for Academic Affairs, the Vice President for Student Affairs, the Vice President for Administration and Finance, the Assistant to the President for Diversity and the Assistant Vice President of Student Affairs for Diversity) and serves as a visible expression of the priority given to the issues of diversity on Towson's campus.

Towson University's *Reflective Process for Diversity*: TU's *Reflective Process for Diversity* 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 remains in Phase II of the *Reflective Process for Diversity* 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.

Towson University's *Speak Up! Program*: TU's *Speak Up!* Program supports and sustains the university-wide transformation for diversity initiated by the university's *Reflective Process for Diversity*. Participation in *Speak Up!* workshops provides members of the campus community with the tools necessary to challenge everyday bigotry.

Speak Up!, a program developed by the Southern Poverty Law Center, fosters discussion of encounters that individuals have had with everyday bigotry, from stores to restaurants, the classroom, or workplace. Participants openly share information about incidents with family members, friends, classmates, roommates or co-workers. They tell stories regarding what they did or didn't say — and what they wished

they did or didn't say. Workshop participation provides opportunities for individuals to develop and practice appropriate responses in order to be ready to address bigotry in a manner that is both effective and civil.

More than 450 student leaders, students, faculty and staff members have participated in *Speak Up!* workshops. 95% of *Speak Up!* participants reported that they had gained specific skills or information necessary to be able to *Speak Up!* in response to encounters of everyday bigotry. Approximately 90% of participants reported that they would recommend participation in a *Speak Up!* workshop to classmates or colleagues.

Access and Support Services - First Generation, Low Income Students (FGLI): TU is committed to providing access for first-generation and low income students, and helping them succeed. Ninety-four first-generation, low income students enrolled as entering first-time, full-time students in fall 2011. The number is larger than in the years before 2005, when the university initiated its "Top Ten Scholars" program, which attracted more students from Baltimore City public schools.

Towson is proud of its increasingly diverse student body. The percent minority among undergraduates increases each year and the achievement gap between races was 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 was actually 5.1% higher than that of the total population. But the retention and graduation rates of the fall 2005 cohort of entering freshmen show that a daunting challenge still exists.

Of the 2,318 first-time, full-time students entering TU in fall 2005, 221 were low-income (family income less than or equal to 150% of the poverty level); 458 were first-generation; and ninety-four were both first-generation and low-income. All of these numbers represent all-time highs at Towson, reflecting Towson's commitment to these underserved populations.

National research indicates that first-generation and low-income 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. Towson's "Closing the Achievement Gap" reports of October 1, 2009 and November 15, 2010 documented that our first-generation, low income students graduate at significantly lower rates than other students.

As described in the "Closing the Achievement Gap" report of November 30, 2011, the retention and graduation rates of Towson's 2005 cohort revealed that many urban students are more at-risk than other first-generation/low-income students. Beginning with the fall 2005 entering freshman class, TU made a special effort to provide access to students from high schools in impoverished urban neighborhoods. In fall 2005, the university launched its "Top Ten Scholars" program, offering admission and scholarships, regardless of SAT scores, to Baltimore City and Baltimore County public high school students whose high school GPA's placed them at the 90th percentile or higher in their graduating classes. Most Top Ten students are first-generation/low-income and many have family income far below the poverty level. While many Top Ten Scholars do very well academically at Towson, some struggle. The majority of those students having difficulties are deficient in basic skills, as evidenced by their SAT and ACUPLACER scores.

Towson University has identified the following risk factors as negatively related to graduation: low high school grades (below 30th percentile of the entire applicant pool – 3.11 in fall 2005), low family income (at or below 150% of federal poverty level), first-generation status or probable first-generation

status (student indicates on FASFA that neither parent graduated college, or one parent did not graduate college and other unknown), first-generation/low-income status, low SAT Reading score (SAT Reading score below 400), low SAT Math score (SAT Math score below 400), and high school in very low income community (high school with 50%+ students eligible for free or reduced priced lunch).

As a result of its efforts to improve access for first generation and low income students, the university enrolled more at-risk students in fall 2005. While first-time, full-time students increased by 235 (11%), those with at least one of the identified risk factors increased by 20% from 817 in fall 2004 to 983 in fall 2005. Students with multiple (3 or more) of these risk factors increased from 46 to 142, an increase of over 200%.

The university successfully adapted its support programs for new students to match the needs of these more at-risk students. Top Ten 2nd year retention rates have steadily improved from 75.7% (fall 2005 cohort) to 86.3% (fall 2010) cohort. As reported in the Towson University Achievement Gap follow-up, submitted in November 2011, Top Ten 3rd year retention rates improved from 66.7% (fall 2005 cohort) to 75.5% (fall 2009 cohort). Second year retention rates for all first-generation/low-income students rose from 75.5 (fall 2005 cohort) to 85.7 (fall 2010 cohort).

Towson University offers additional support programs to high risk students. An important intervention employed with FGLI students is the Strategies for Student Success (S3) course offering an early intervention for students. Students are assigned to the S3 course based on a risk assessment that includes the incidence and level of the factors cited above. The course continues to be modified in response to student assessment outcomes.

Towson University also provides institutional need-based financial aid to maintain affordability for low-income students. In FY 2011, \$12.8 million was spent in institutional need-based aid. The percent need-based of all institutional aid has remained above 53% since FY 2008. The university reduces student debt accumulation each year by replacing loans with grant awards for Pell grant recipients, our neediest students.

Center for Student Diversity (CSD): The 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 underrepresented 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.

The CSD is comprised of several units that offered programs and services covered in this report including: (a) African American Student Development, (b) Asian Pacific Islander/Latino Student Development, (c) Lesbian Gay Bisexual and Transgender Student Development, (d) Women's Resources, (e) Campus Ministries, and (f) Student Success Programs (SAGE & CEEP). Following is a compilation of three years of data:

Center for Student Diversity 3-Year Summary Data

YEAR	2008-2009	2009-2010	2010-2011
Overall Attendance	14,333	13,009	13,352
Surveys Completed	1,799	1,209	1,060
Male	519	351	321
Female	1,236	840	726
Other	44	18	13
White	432	694	652
African American	699	247	201
Latino	162	82	51
Asian Pacific Islander	150	48	45
Other	356	138	111

Analysis of data for the CSD

- The number of individuals utilizing the services of the CSD this period (13,352) is not reflected in the number of students surveyed (1,060). Those surveyed are a snapshot of students who attended CSD events that were either randomly selected or chose to complete evaluations. Not all events and programs were evaluated during this period. The 13,352 participants attending programs and services include walk-ins to the various program offices within the cluster, appointments with cluster staff, and presentations or class visits done by staff members. See table below for a breakdown of visits and appointments and program attendance:

SEMESTER & YEAR	Fall 2010	Spring 2011	Total
Visits & Appointments	1,682	1,336	3,018
Program Attendance	4,803	5,531	10,334
Total	6,485	6,867	13,352

- There has been a 2.65% increase in student participation this period over last period. In the 2009/10 academic year, 13,009 students participated in programs and services produced by the CSD cluster. This period, 13,352 attended programs or sought out services offered by the cluster. This small increase might have been even more significant if a full year of programming had been done by Women's Resources. No full time employee filled that vacant position from early spring 2010 until late June 2011. The decrease in overall attendance from 2008/09 to 2009/10 is also attributed to the Women's Resources position being vacant.
- The number of surveys completed decreased from 2008/09 to 2009/10 (from 1,799 to 1,209) and again from 2009/10 to 2010/11 (from 1,209 to 1,060) due to assessment restructuring to focus on more intentional surveying of programs.
- Female students (726 surveyed) continue to be the heavier users of programs and services, while male participation accounted for 321 surveyed. The cluster continues to find ways to attract more male participation in its offerings. Specific programs will be targeted to male students next period.
- White students (652) polled accounted for the highest student population using the services/programs of the department, followed by African American students (201). This is a slight change over the 2008/09 period where African American students produced the highest numbers of those who attended cluster's programs. Latino students (51) and API students (45) recorded lower attendance and utilization of CSD's services and programs based on those who chose to complete evaluations after attending programs. The snapshots of Latino and API student participation do not accurately reflect attendance and were impacted by assessment restructuring. There was a higher amount recorded for students (111) 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 a grant/scholarship program designed to increase access and success of culturally diverse and traditionally underrepresented undergraduate students. CEEP is aimed at retaining students through (a) exposure to academic success strategies and resources, (b) exposure to diverse cultural communities, (c) encouraging interaction with faculty and staff, and (d) exploring graduate and career development options. CEEP award recipients must be U.S. citizens, full-time undergraduates, with at least a 2.50 GPA, live in a single parent household, and demonstrate financial need per FAFSA guidelines or meet at least three of the following criteria:

- 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 the with 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 3-Year Summary Data

YEAR	2008- 2009	2009-2010	2010-2011
Recipients	199	168	165
Male	53 (27%)	42 (25%)	45 (27%)
Female	146 (73%)	126 (75%)	120 (73%)
Other	0	0	0
FRESH	24 (12%)	13 (8%)	10 (6%)
SOPH	41 (21%)	22 (13%)	22 (13%)
JUN	56 (28%)	55 (33%)	31 (19%)
SEN	77 (38%)	78 (46%)	99 (60%)
WITHDR.	2 (1%)	0	3 (2%)
AF. AM.	152 (76%)	137 (81%)	130 (79%)
AS. AM.	12 (6%)	8 (5%)	6 (4%)
BIRACIAL	2 (1%)	1 (1%)	3 (2%)
WHITE	14 (7%)	10 (6%)	9 (5%)
LATINO	18 (%)	10 (6%)	15 (9%)
NAT. AM.	1 (1%)	2 (1%)	2 (1%)
.00 - 1.99	9 (4%)	3 (2%)	1 (1%)
2.00 - 2.49	23 (11%)	13 (8%)	9 (5%)
2.50 - 2.99	70 (35%)	65 (39%)	60 (36%)
3.00 - 3.49	61 (31%)	58 (34%)	64 (39%)
3.50 - 4.00	31 (15%)	29 (17%)	28 (17%)
WITHDRAWALS	2 (1%)	0	3 (2%)
DEAN'S LIST	31 (16%)	58 (34%)	28 (17%)
GRADUATES	29 (15%)	23 (14%)	41 (25%)

Analysis of CEEP Award data

- Male student involvement continues to be a challenge. There has been a 2% increase in male recipients in the past year. Additional marketing to regional high schools and communication with the guidance counselors will continue. Hopefully, this strategy will yield a greater pool of male and other underrepresented groups, thus increasing the yield and diversity of CEEP award recipients.
- The percentage of participants, based upon student 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 (130 or 79%) account for the greatest number of CEEP award recipients. The participation of students from other racial groups varies annually. Efforts continue to attract a greater number of students from other underrepresented groups.
- Ninety-two percent (92%) of all CEEP award recipients (in the 2010/11 cohort) have earned a cumulative grade point average of 2.50 or greater. 6% of all CEEP award recipients have earned less than a 2.50 cumulative grade point average and 2% of the recipients withdrew during the academic year. Feedback from recipients earning low grade point averages indicate they are (a.) underprepared for the academic rigor of undergraduate study, (b.) have not committed adequate time to their studies, (c.) experience difficulty in family and other personal matters, or (d.) experience 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 may lose their CEEP award.

- A total of 28 recipients (17%) earned Dean's List honors for spring 2011 term. Forty-one recipients (25%) graduated at the close of the spring 2011 term.
- There has been a reduction in the number of freshmen receiving the CEEP award. National competition for the academically strongest underrepresented students is keen. Towson University competes against institutions able to offer greater financial incentives. For this reason, a greater number of entering transfer students have been offered the CEEP award. The graduation rate of CEEP recipients has also increased due in part to the increased number of transfer students receiving the CEEP award.

Students Achieve Goals through Education (SAGE): TU's SAGE Program pairs participants with peer mentors who encourage focus upon academic achievement, personal development, and campus-wide involvement. Participants are involved in various educational and networking activities designed to increase general life skills and knowledge of diverse cultural communities.

SAGE Program 3 Year Summary Data

YEAR	2008 – 2009	2009-2010*	2010-2011
Participants	148	164	155
Male	37 (25%)	32 (20%)	26 (17%)
Female	111 (75%)	132 (80%)	129 (83%)
Other	0	0	0
African American	94 (64%)	109 (66%)	98 (63%)
Asian American	6 (4%)	23 (14%)	17 (11%)
Biracial	0	0	18 (12%)
Caucasian	30 (20%)	16 (10%)	4 (3%)
Latino	5 (3%)	16 (10%)	18 (11%)
Native American	1 (1%)	0	0
Not Listed	12 (8%)	0	0
.00 - 1.99	17 (11%)	15 (9%)	9 (6%)
2.00 - 2.49	19 (13%)	8 (5%)	16 (10%)
2.50- 2.99	38 (26%)	50 (31%)	35 (23%)
3.00 - 3.49	55 (37%)	61 (37%)	58 (38%)
3.50 - 4.00	17 (12%)	25 (15%)	27 (17%)
Withdrawals	2 (1%)	4 (2%)	10 (6%)

*One student did not receive grades for spring 2010.

The following events were sponsored by the SAGE program during this period. The number of students attending each event is listed in parentheses.

FALL

SPRING

SAGE Program Connections (83) Meet T U College Deans (76) Latino/a Hispanic Heritage Celebration (72) Professional Career Development (67) Effective Stress Management (72) Personal Intimacy & Safety (72) How Will You Vote (71) The LGBT Community (70) What Classes Are You Taking Spring 2011 (67) Handling Personal Financial Matters (59) Native Indian Heritage (60) Preparing for Final Exams (56)/Closing (88)	Academic Success & Student Leadership (77) Relationships: Making Them Last (55) African Heritage (65) African American Heritage Celebration (50) Muslim Heritage Celebration (54) Making Wise Decisions (54) Celebrating Women (52) Jewish Heritage (42) The Game of Life (54) Asian Pacific Islander Heritage (54) Self-Defense: What to do? (47) Closing Event (83)
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Analysis of SAGE program data

- SAGE continues working to include more students from underrepresented communities as well as majority students.

- The SAGE program continues to hire students from diverse racial and cultural communities in an effort to encourage greater student engagement from diverse communities. SAGE program staff will continue to maintain contact and personal relationships with students from various campus multicultural groups and promote the SAGE program to S3 students.
- The SAGE program saw a drop in male participation during the past year (from 20% to 17%). This level of participation may, in part, be attributed to the fact that communities of underrepresented males are reluctant to participate in voluntary mentoring programs. Additional outreach to male students by SAGE program mentors will occur during summer months prior to the start of the fall semester. Female participation (83%) is consistently strong each year, as in keeping with national trends for mentoring programs.
- The majority of SAGE program participants (136 or 88%) earned a 2.0 or greater cumulative grade point averages for the 2010/2011 academic year.

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 the 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 will address the results of Towson University's NCAA Certification process. Specific areas that the committee will address are: employment, social capital, advising and leadership, exit interviews/minority issue surveys, student leaders, peer institutions, Athletic department culture, and assessment. The committee will meet regularly and examine numerous data sources, including external and internal reports and will make recommendations.

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. 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 attention deficit disorder and learning disabilities; however, the office is increasingly serving more non-traditional populations as well, such as students with mental health disabilities, students on the autism spectrum and disabled veterans. 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; and 13) information and referral. The office also provides consultation and technical assistance to faculty and staff regarding working with students with disabilities and implementing their 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 1,132 from 106 different nations. While international students are a relatively small part of the TU student body, they are valued members of the TU community and ISSO provides 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 about 100 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 support, including specialized advising sessions, social gatherings where they can share concerns and resources, and referrals to counseling and other services as needed.

Progress on Meeting Goals:

Towson University remains committed to achieving excellence by advancing diversity. During the spring and fall 2011 academic semesters, the Diversity Action Committee (DAC), which supports the work of the Diversity Coordinating Council, established the work groups identified below in order to strengthen and advance the success of TU's diversity goals:

Campus Climate Work Group: Supports the establishment and maintenance of a campus environment that is welcoming and inclusive. Prepared report and recommendations for accommodating TU's transgender students.

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 TU's Multicultural Conference in support of faculty development, as well as the annual *Tools for Inclusion* series of diversity programs and workshops hosted by TU's academic colleges.

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 and annual President's Diversity Awards Program.

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. Supports initiatives to bring *Speak Up!* to TU's student population.

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.

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.

Speak Up!: This educational program provides participants with the tools necessary to *Speak Up!* against everyday bigotry.

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 Core Curriculum Requirements and by offering specific academic programs and majors related to cultural diversity. Course offerings in the following Core Curriculum Requirement categories provide deeper understanding of cultural diversity: Creativity and Creative Development, Arts and Humanities, Social and Behavioral Sciences, Metropolitan Perspectives, Global Perspectives, Diversity and Difference, and Ethical Issues and Perspectives. A listing of specific courses is provided in Appendix 2. Additionally, the Towson Seminar of the Core Curriculum Requirement addresses cultural diversity through the following seminar topics: African American Contributions to the Arts: 20 Century, Alternative Modernities: Indian Mediascapes and Korean Dreams, "By Any Means Necessary": African American Literature and Social Activism in the 20th Century United States, Can We Talk? Communication, Gender, and the Family, Consumption and Culture, Cultural Identity Through Music: Latino Music, Immigrant Women's Experiences, Islam and the West, The Object is the Object, Paris 1900-1930: Music, Dance, and the Visual Arts, Religion and Politics, Understanding Globalization, and Understanding the Nexus of History: Education and Culture in Cambodia's Khmer Rouge Era.

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 wish to do so. 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. The CSD supports student success by providing 1) support for multicultural student organizations; 2) financial assistance to underrepresented undergraduate and graduate students; 3) diversity awareness seminars, workshops, and presentations (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 acceptance, understanding and appreciation 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/.

A decrease in the number of bias incidents from twenty-three in calendar year 2010 to eighteen in calendar year 2011 has been reported. Initiatives are continuously being developed and implemented in support of the reduction of campus bias incidents (Appendix 5).

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

Towson University's Diversity Structure: TU continues to support two key administrators whose primary responsibilities focus on diversity. Incumbents leading these organizational structures work collaboratively with President Loeschke, 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, affirmative action, equal employment opportunity and Title IX.

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 Diverse Student Body, Faculty & Staff:

Towson University's *Reflective Process for Diversity and Speak Up! Program*: Our existing cultural diversity programming is comprehensive in nature and continues to be intentionally linked to the university's Strategic Plan. In particular, recent efforts to support and sustain TU's culture shift have led to heightened awareness across the entire campus community. In order to sustain this movement toward an institutionalized model for diversity, the following additional resources are needed:

Increased Budgetary Support for Existing Diversity Offices: Because the implementation team for the *Reflective Process for Diversity* as well as the *Speak Up! Program* include the two main diversity offices (Office for Diversity & Equal Opportunity, Center for Student Diversity), as well as the oversight and operation of the Diversity Action Committee, additional resources are needed to offset the cost for materials and human resources.

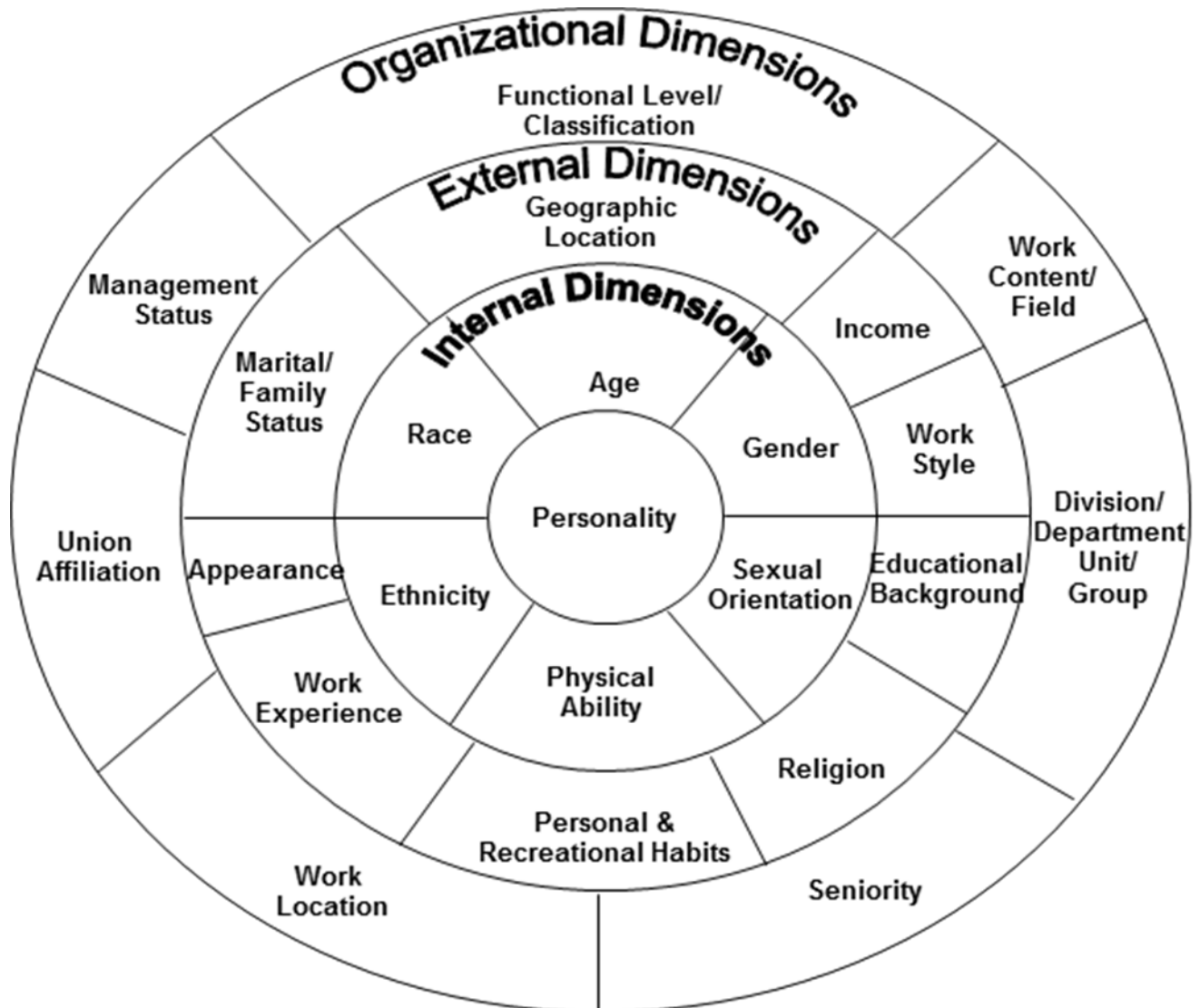
Staff Support for Diversity Offices: In addition to increasing the budgetary support for the two key diversity offices on campus, it is necessary to support these offices with additional staff positions in

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 quality 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.

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, equal opportunity and Title IX 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 shift, additional support in this office would help to ensure the success and sustainability of this long-term initiative for institutional transformation.

Diversity Wheel



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 – Core Curriculum Requirements These course offerings explore race, class, gender, religious or ethnic traditions, or minority issues and investigate how Western prejudgments, systems or traditions contribute to issues in diversity or 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.

AFST 201	Main Themes in African and African American Studies
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
ARAB 201	Arabic Intermediate I
ARAB 202	Arabic Intermediate II
ARAB 301	Arabic Composition and Conversation I
ARAB 302	Arabic Composition and Conversation II
ARTH 105	Art in Culture
ARTH 207	Honors Art History
ARTH 208	Honors Seminar in Non-Western Art History
ARTH 221	Survey of Western Art I
ARTH 222	Survey of Western Art II
CHNS 101	Elementary Chinese I
CHNS 201	Intermediate Chinese I
CHNS 301	Chinese Composition and Conversation
COSC 418	Ethical and Societal Concerns for Computer Scientists
CLST 311	Science, Technology and Culture
DANC 123	Introduction to Dance: European Court
DANC 130	Dance and Myth
DFST 101	Introduction to Deaf Studies
DFST 104	American Sign Language
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	Modern Jewish Literature
ENGL 244	World Folklore
FMST 101	Introduction to Family Studies
FMST 102	Honors Introduction to Family Studies
FREN 101	French Elements I
FREN 102	French Elements II
FREN 201	French Intermediate I
FREN 202	French Intermediate II
FREN 301	Advanced Conversation
FREN 302	Advanced Composition
GEOG 103	World Regional Geography
GEOG 105	Geography of International Affairs
GEOG 109	Introduction to Human Geography
GEOG 110	Honors Introduction to Human Geography
GEOG 112	Honor World Regional Geography
GERM 101	German Elements I
GERM 102	German Elements 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
GERO 101	Introduction to Gerontology
HEBR 101	Elements of Hebrew
HEBR 102	Elements of Hebrew II
HEBR 103	Biblical Hebrew I
HEBR 104	Biblical Hebrew
HEBR 201	Hebrew Intermediate I
HEBR 202	Hebrew Intermediate II
HEBR 203	Biblical Hebrew III
HEBR 204	Biblical Hebrew IV
HEBR 301	Hebrew Composition and Conversation
HEBR 302	Hebrew Composition and Conversation
HIST 101	Introduction to Ancient Civilization
HIST 102	History of European Civilization through the 17th Century
HIST 103	History of European Civilization from the 17th Century
HIST 110	East Asian Civilization to the 19th Century
HIST 111	Modern East Asia Since the 19th Century
HIST 117	Islamic History: From the Rise of Islam to the Rise of the Ottomans
HIST 121	Latin America: Colonial Period
HIST 122	Latin America: National Period
HIST 160	World History before 1300
HIST 161	World History Since 1300
HIST 235	Honors Seminar in Western Heritage Arts and Humanities
HLTH 220	Sexuality in Diverse Society
HONR 237	Honors Seminar in Western Heritage Social and Behavioral Studies
HONR 240	Honors Seminar in Western Heritage Plurality and Diversity
HONR 243	Honors Seminar in Non-Western Cultures, Languages, and Traditions
ITAL 101	Italian Elements I
ITAL 102	Italian Elements II
ITAL 201	Italian Intermediate I
ITAL 202	Italian Intermediate II
ITAL 301	Italian Composition and Conversation I
ITAL 302	Italian Composition and Conversation II
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	Sport: Cross-Cultural Perspective
LATN 101	Latin Elements I
LATN 102	Latin Elements II
LATN 201	Latin Intermediate I
LATN 202	Latin Intermediate II
LATN 301	Advanced Readings in Latin
LATN 302	Advanced Readings in Latin II
MUSC 101	Introduction to Music of the Western Heritage
MUSC 112	World/Americas, Africa
MUSC 113	World/E. Euro, Asia
MUSC 127	Elements of the History of Rock Music
MUSC 205	Women in Western Music
NURS 416	Cultural Diversity in Health Care
OCTH 205	Alternative and Complimentary Health Care
PHIL 101	Introduction to Philosophy

PHIL 111	Introduction to Logic
PHIL 204	Race, Class and Gender
PHIL 219	Introduction to Asian Philosophy
PHIL 221	Ancient Greek Philosophy
PORT 101	Port Elements I
PORT 201	Port Intermediate I
PORT 202	Port Intermediate II
PORT 301	Composition and Conversation in Portuguese
PORT 219	Port Elements II
POSC 101	Introduction to Political Science
POSC 102	Honors Introduction to Political Science
POSC 105	Governments of the World
POSC 107	Introduction to International Relations
POSC 108	Honors Intro to International Relations
PSYC 101	Introduction to Psychology
PSYC 102	Honors Introduction to Psychology
RLST 105	Introduction to the Study of Religion
RLST 201	Introduction to the Hebrew Bible
RLST 202	Introduction to Christianity
RLST 203	Introduction to Islam
RLST 205	Women in World Religions
RLST 206	Judaism, Christianity and Islam
RLST 207	Introduction to Buddhism
RLST 208	Introduction to Hinduism
RLST 209	Religious Traditions in Asia
RLST 210	Introduction to Judaism
RLST 211	Introduction to Jewish Thought
RLST 305	Faith Perspective in Medical Ethics
RUSS 101	Russian Elements I
RUSS 102	Russian Elements II
RUSS 201	Russian Intermediate I
RUSS 202	Russian Intermediate II
SCED 304	Education, Ethics and Change
SOCI 101	Introduction to Sociology
SOCI 102	Honors Introduction to Sociology
SOCI 241	Blacks in America: Myths and Reality
SOCI 243	Sociology of Race, Class and Gender
SPAN 101	Spanish Elements I
SPAN 102	Spanish Elements II
SPAN 201	Spanish Intermediate I
SPAN 202	Spanish Intermediate II
SPAN 203	Honors Spanish Intermediate I
SPAN 204	Honors Spanish Intermediate II
SPAN 301	Composition and Conversation I
SPAN 302	Composition and Conversation II
THEA 100	Introduction to Theatre
THEA 303	Cultural Diversity in Contemporary Theatre
THEA 304	Honors Culture and Diversity in Contemporary Theatre
THEA 310	Theatre for Social Change
THEA 316	Theatre of Crossing Cultures
THEA 380	Topics in Diversity
WMST 231	Women in Perspective
WMST 232	Honors Seminar: Women in Perspective
WMST 233	International Perspectives of Women

Appendix 3

Center for Student Diversity Programming Fall 2011



CSD

CALENDAR OF EVENTS

FALL
2011

SAGE PROGRAM CALENDAR

All Meetings are Tuesdays at 4pm in Chesapeake II, UU

<p>WELCOME TO TOWSON COFFEE HOUSE Saturday, August 27, 4am • Center for Student Diversity, UU 313</p> <p>QUEER DINNER & A MOVIE Sunday, August 28, 6pm • Glen & Howell</p> <p>SET IT OFF! Tuesday, August 30, 4pm • Burdick Field</p> <p>WOMEN'S SELF-DEFENSE CLASS Tuesday, August 30, 7pm Center for Student Diversity, UU 313</p> <p>QUEER COMMUTER GIVEAWAY Wednesday, August 31, Noon • 2nd Floor, UU</p> <p>WOMEN'S SELF-DEFENSE CLASS Wednesday, August 31, 7pm • Prettyman Hall, Basement Thursday, September 1, 7pm • Paca House, Multipurpose Room</p> <p>PROJECT UNITY: BSU AND BFSU COOKOUT Thursday, September 8, 4pm • Paws Patio, UU</p> <p>CSD OPEN MIC NITE Saturday, September 10, 7pm • West Commons Ballroom</p> <p>MATURE STUDENTS LUNCH & SUPPORT GROUP Monday, September 12, Noon Center for Student Diversity, UU 313</p> <p>STREET HARASSMENT 101: LEARN TO HOLLABACK! Tuesday, September 13, Noon • UU 314</p> <p>QUEER AFTER HOURS Tuesday, September 13, 7pm • Center for Student Diversity, UU 313</p> <p>MY JOURNEY TO ACTIVISM Thursday, September 15, 6pm • West Commons Ballroom</p> <p>THE DEPARTMENT OF DANCE PRESENTS: AILEY II Friday, September 16, 7:30pm • Stephens Hall Theater</p>	<p>TRIP TO MLK NATIONAL MEMORIAL Saturday, September 17, 9am - 8pm Center for Student Diversity, UU 313</p> <p>WOMEN'S GYM NIGHT: BY AND FOR WOMEN Thursday, September 22, 7pm • Towson Center 214</p> <p>UNVEILING ISLAM DISCUSSION SERIES PART I: AN OVERVIEW Tuesday, September 27, 6pm • Potomac Lounge, UU</p> <p>ADVANCING LGBT RIGHTS IN LATIN AMERICA: DR. JAVIER CORRALES, LGBT RIGHTS SCHOLAR Wednesday, September 28, 6:30pm Chesapeakes I & II, UU</p> <p>BLESS THE MIC: WILD N' OUT STYLE Thursday, September 29, 8pm • Paws, UU</p> <p>SHORE PROUD GAY SKATE Thursday, September 29, 8:30pm • Mt. Pleasant Ice Arena \$8</p> <p>JUST DANCE! Saturday, October 1, 8pm • West Commons Ballroom</p> <p>ADVANCING LGBT RIGHTS IN IRAN: ARSHAM PARSİ, LGBT RIGHTS ACTIVIST Monday, October 3, 7pm • Potomac Lounge, UU</p> <p>ORDINARY PEOPLE CHANGING THE WORLD Tuesday, October 4, 6:30pm • Potomac Lounge, UU</p> <p>DIVERSITY SPEAKER SERIES Dr. Rigoberta Menchú Tum, Nobel Peace Prize Recipient Wednesday, October 5, 7pm Chesapeake Rooms, UU</p> <p>"I CAN FIX RACISM!" FEATURING DAMALI AYO Thursday, October 6, 7pm Chesapeake Rooms I & II, UU</p> <p>VOICES OF SURVIVORS: SEXUAL ASSAULT PANEL Monday, October 10, 6pm • Chesapeake II, UU</p> <p>FLAVA FAIR Saturday, October 15, 8pm • Potomac Lounge & Patio, UU</p>	<p>REAL WOMEN HAVE CURVES: MOVIE SCREENING AND DISCUSSION Monday, October 17, 7:30pm Center for Student Diversity, UU 313</p> <p>MY BODY, MY STORY: POETRY JAM Wednesday, October 19, 7pm • Potomac Lounge, UU</p> <p>UNVEILING ISLAM DISCUSSION SERIES PART II: TOUGH QUESTIONS Thursday, October 20, 6pm • Loch Raven Room, UU</p> <p>RELATIONSHIP CHECK IN Monday, October 24, 11am Tuesday, October 25, 11am Loch Raven Room, UU</p> <p>WOMEN & RELIGION Wednesday November 2, 6pm Loch Raven Room, UU</p> <p>RETREAT FOR SOCIAL JUSTICE Friday, November 4 - Sunday, November 6 Capital Camps and Retreat Center, Waynesboro, PA</p> <p>WOMEN IN COMBAT DISCUSSION Tuesday November 8, 8pm Chesapeake Rooms, UU</p> <p>TRANSGENDER 101: AN INTRODUCTION TO GENDER VARIANT IDENTITY Wednesday, November 16, 7pm Loch Raven Room, UU</p> <p>WOMEN & POLITICS Thursday, November 17, 4pm • Chesapeakes I & II, UU</p> <p>TRANSGENDER DAY OF REMEMBRANCE VIGIL Friday, November 18, Noon • Speakers Circle</p> <p>WORLD AIDS DAY Thursday, December 1, All Day • 3rd Floor, UU</p> <p>END OF SEMESTER CELEBRATION Tuesday, December 13, Noon Center for Student Diversity, UU 313</p>
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SAGE PROGRAM CALENDAR

All Meetings are Tuesdays at 4pm in Chesapeake II, UU

MAKING CONNECTIONS MEETING
Tuesday, September 6

MEET TU COLLEGE DEANS
Tuesday, September 13

SHARING YOUR RACIAL HERITAGE
Tuesday, September 20

LATINO/A HISPANIC HERITAGE
Tuesday, September 27

EFFECTIVE STRESS MANAGEMENT
Tuesday, October 4

PERSONAL INTIMACY & SAFETY
Tuesday, October 11

**POLITICS: CONTRIBUTING OR
DESTROYING COMMUNITY**
Tuesday, October 18

AN LGBT COMMUNITY PERSPECTIVE
Tuesday, October 25

**ARE YOU READY?
REGISTERING FOR SPRING '12 CLASSES**
Tuesday, November 1

PERSONAL FINANCIAL MATTERS
Tuesday, November 8

NATIVE NORTH AMERICAN HERITAGE
Tuesday, November 15

**THANKSGIVING HOLIDAY!
SAGE PROGRAM CLOSED. ENJOY!**
Tuesday, November 22

FINAL EXAMS AHEAD. ARE YOU READY?
Tuesday, November 29

SAGE PROGRAM'S CLOSING CELEBRATION
Tuesday, December 6

Appendix 4

Hate Crimes/Bias Incidents Fall and Spring 2011

STUDENTS Spring 2011

Hate/Bias	Corresponding Crime	Victim	
		Race	Gender
Race/Ethnicity	Verbal	W	F
Religion	Written	W	M

Fall 2011

Hate/Bias	Corresponding Crime	Victim	
		Race	Gender
Sexual Orientation	Graffiti	U	M
Sexual Orientation	Graffiti	U	U
Sexual Orientation	Graffiti	2 W	2 M
Religion	Graffiti	U	M
Sexual Orientation	Graffiti	U	U
Religion	Graffiti	U	U
Sexual Orientation	Graffiti	U	U
Sexual Orientation	Graffiti	U	U
Religion	Verbal	U	F
Sexual Orientation	Graffiti	W	M
Sexual Orientation	Verbal	U	U
Sexual Orientation	Verbal	U	M
Sexual Orientation	Graffiti	U	U
Race/Ethnicity	Graffiti	U	U
Other	Graffiti	W	F

Total Spring & Fall 2011 Student Incidents: 17

FACULTY/STAFF Spring 2011

None Reported

Fall 2011

Hate/Bias	Corresponding Crime	Victim	
		Race	Gender
Race/Ethnicity	Verbal	U	M

Total Spring & Fall 2011 Faculty/Staff Incidents: 1

Total Spring & Fall 2011 (Students, Faculty & Staff) Incidents: 18

UNIVERSITY OF BALTIMORE



**University of Baltimore
Office of the Provost**

**Diversity Plan Progress Report
2012**

February 20, 2012

Submitted by:
Joseph Wood, Provost

1. General Information

Introduction: Status of Implementation Efforts

The University of Baltimore's 2009 Cultural Diversity Plan continues to inform institutional efforts to create an inclusive climate for students, faculty and staff. The institution has remained committed to increasing diversity among faculty and professional staff; supporting diversity awareness among the student body through curricular and co-curricular opportunities; and engaging in strategic best practices in teaching, learning, recruitment, and retention in an effort to narrow the achievement gap among current students on the path to college success. As a result of this year's self study, the Director of the Diversity and Culture Center and the Associate Provost will form a working group to update and revise the existing Cultural Diversity Plan for UB in light of new directions and goals set by UB 21 and other drivers of institutional change and effectiveness.

1.1 Progress on meeting goals as stated in the plan

The University is made up of a diverse student body, staff and faculty. As outlined below, the University is successful in recruiting and retaining faculty, students and staff from among underrepresented groups and consciously engaged in strategies for community building and in outreach that will improve the campus climate for all. The Diversity and Culture Center maintains a robust programming schedule while the Academic Center offers support services to aid in retention. Curricular growth has been undertaken in language courses as well as in the Health Sciences program, including partnership with Coppin State for program delivery. Efforts are underway to re-examine study-abroad programming, and new graduate programs in the Merrick School of Business and the College of Public Affairs will enhance students' opportunities to gain global training and perspectives as they apply their degree skills in the workforce. We continue to extend existing programs and services as we foster a transparent approach to diversity issues on campus.

1.2 Description of the way the institution addressed cultural diversity among students, faculty, and staff

The University of Baltimore's searches for faculty and administrators have drawn a diverse pool of applicants, especially in the searches for Deans of the School of Law and the College of Arts and Sciences. In the period of this report, of 397 faculty members (both full and part-time), 11.6% self-identified as African American/Black, 4.8% as Asian, and 1.5% as Hispanic-Latino. In addition, .03% reported as two or more races and 2.5% identified as international. The ratio then for 2011-12 is roughly 16% of UB faculty from underrepresented groups. The male-female data are 233 male and 164 female. The number of diverse faculty increased from 2010-11 in all categories except international which decreased from 3.7% to 2.5%. Within the staff, 36.4% identified as African-American/Black; 3.3% Asian; and 1.5% as Hispanic. There were no international staff; 0.07% reported as 2 or more races and .02% described themselves as Native

Hawaiian or other Pacific Islander. There are 234 male staff and 370 female staff; of these, 42.1% of employees come from diverse groups (*see Tables 2.a, 2f and 2g*).

The University of Baltimore advertises faculty, administrative, and staff positions in a variety of publications including The Chronicle of Higher Education, HigherEdJobs.com, and Diverse Issues in Higher Education. In addition, staff openings are advertised on CareerBuilder's site, and we participate in the Mid-Atlantic Higher Education Recruitment Consortium. Since AY 2010-11, diversity has increased slightly in professional staff areas as a result of targeted advertising. Our assessment of the recruiting plan indicates a marginal yield from Diverse Issues, and we will explore other areas to attract a diverse applicant pool, that may include outreach to minority owned search firms and the strategy of purchasing lists of doctoral candidates in certain academic fields to increase advertising in underrepresented groups.

1.3 Status of Institutional Enhancement of Programs of Cultural Diversity

In the period of this review, the University of Baltimore has created undergraduate student learning outcomes directly related to cultural diversity, engaged in programming directly tied to the Strategic Plan, and launched new programs in both the Diversity and Culture Center and the Center for Educational Access designed to increase awareness of diversity on campus.

A. The General Education Council raised awareness of diversity within the curriculum through the newly refined **UB learning goals** outlining specific learning outcomes for globalization and diversity awareness. As written and adopted by the UB faculty, these goals include:

- *Learning goal 2: Connect knowledge with choices and actions that engage others in diverse local and global communities*

Further articulated by subset goals:

- *Learning goal 2c: Reflect on how individual attitudes and beliefs differ among people, cultures, and communities*
- *Learning goal 2d: Articulate the interconnectedness of global, regional, local and personal interests*

These efforts have been informed by our UB Strategic Plan which includes as *Goal 6: 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.*

This is to be realized through stated objectives:

1. *Increase diversity in faculty and professional staff hiring.*
2. *Support the awareness and inclusion of diversity in academic and co-curricular programming.*
3. *In collaboration with USM, enhance efforts to close the college achievement gap among current and future student populations.*

The co-curricular opportunities, especially with the addition of the Diversity and Culture Center, are successful. In the past year, the Diversity and Culture Center continued to offer its popular “Soup and Substance” monthly dialog over lunch on international and multicultural topics; the International Education Week collaborative informational event; and special programs during orientation, which included the Global Village event and “Gays in the Media: Common Misconceptions” featuring David Placher, a columnist for Baltimore’s Gay Life magazine. For a full discussion of their programs, including the Mission and Vision Statements, please see [Appendix I: Diversity and Culture Center report](#).

B. Closing the achievement gap is integral to the UB students’ success. In Fall 2011, the demographic composition of the student body of 6406 was

- 35% African-American/Black
- 0.4% Native American
- 4.1% Asian
- 2.1% Hispanic/Latino
- 0.2% Native Hawaiian or other Pacific Islander

Of the 92.1% of students reporting, 45.9% of students listed themselves as white and the majority was 46.2% non-white students. The graduation rate among transfer students of color, as indicated in the Closing the Achievement Gap Report 2010-11 was 56%, achieving the annual projected graduation rate for 2015. There was no persistence gap among first year students of color. The retention rate among African-American students was 81%.

C. UB continues to address opportunities to create curricular, co-curricular and extra-curricular programming around cultural diversity. In 2010-11, the following were undertaken:

- Creation of specific UB learning goals for students relating to diversity
- Creation of specific institution goals within the strategic plan relating to diversity
- Ongoing programming in the Center for Diversity and Culture to raise awareness of diversity
- Creation of courses in Spanish language (piloted in Spring 2012) within the College of Public Affairs
- Development of Veterans’ Recognition Month 2011 (in response to student interest)
- Launch of East Meets West Film Festival (Chinese film program for campus and community, January 2012)

D. New advisement program of workshops for Spring 2012 in College of Arts and Sciences aimed at first-generation college students to help them learn more in areas of time management, financial management, emotional barriers to college success and career planning.

- E. Launch of the Professional Development Leadership Institute (PDI), a mentoring program with implications for recruitment and retention that features a tailored plan for personal, academic and professional growth at UB (www.ubalt.edu/campus-life/career-center).

While we are pleased with our accomplishments within the past year, and overall in the three years since we created our first Diversity Plan, we will be revitalizing our efforts with a diversity committee of faculty, staff and students to assist the three main student affairs offices dealing with diversity, Diversity and Culture Center, Achievement and Learning Center, and the Center for Educational Access, in furthering the educational and experiential exposure of UB students to diverse viewpoints and cultures. The committee will be a great help to the DCC as the Center is presently has two professional full-time and four part-time (undergraduate student) staff and part of the new committee's initial charge will be to develop a communication plan to increase stakeholder awareness of the work ongoing at UB regarding diversity and culture initiatives.

1.4 Status of Institutional Enhancement of Programs of Cultural Diversity

The Rosenberg Center for Student Involvement continued with its Community Day of Service (first offered in 2002) in which UB volunteers contributed over 500 hours of community service in the greater Baltimore community; the DCC enhanced its Diversity Resource Library with 25 new books and movies; expanded its international student orientation day; offered programming for World Aids Day; and celebrated various cultures during the annual campus wide Holidays around the World program. This year's African-American Arts Festival presented with Spotlight UB features storytelling, music, dance and drama, and draws campus and community participation.

The Center for Learning and Teaching (CELT) sponsored a guest lectureship with Dr. Shaun Harper, Graduate School of Education, The University of Pennsylvania, February 2, 2012, on closing the learning gap for African-American males. The program attracted colleagues from Hood College, MICA and The University of the District of Columbia (UDC) as well as UB faculty, students and staff.

The College of Arts and Sciences and the *Honors Program* marked the 10th anniversary of 9/11 with a number of special programs including cross-cultural events on understanding the Islamic world.

The Center for Educational Access continued with its Disability Simulation Program, Blind Luncheon, Panel Discussion: Being Blind in Today's Society, and Workforce Recruitment Program for students with disabilities (held on the UB campus)

1.5 Status Report on Campus-based Hate Crimes

There were no hate-crimes on UB campus.

1.6 Summary of resources used to effectively recruit and retain a culturally diverse student body, faculty and staff

In Fall 2011, nearly 900 students used course tutoring, learning consultations and writing consultations through the *Achievement and Learning Center*. Of these, seventy-seven percent self-reported as students of color and 53% within that group were black. The Peer Network program offered peer mentors to 123 new students in Fall 2011. Peer mentors served both transfer and international students. In Fall 2011, 47% of 93 mentored students were black. Finally, Conversation Partners, funded with Work-Study money, assisted 20 students whose first language was not English. All these programs had a positive impact on retention and recruitment as shown in exit surveys of student satisfaction.

We recognize in order to both grow and maintain our *Diversity and Cultural Center* programming, funding should increase for community events, such as the popular Human Race Machine event, and the annual Global Village. With the addition of campus housing, The Varsity, it would be optimal to expand diversity based programs into the housing arena, which could include expenses for events and speakers and perhaps, funds to off-set bulk ticket purchases for local events to create more co-curricular opportunities for students to experience diverse viewpoints and cultures.

In February 2009, three faculty received what were the last of the *Henry C. Welcome Fellowships*, as the program was suspended by MHEC with the last awards. At this time, there are no earmarked funds in support of research conducted by faculty from underrepresented groups and there is no special external funding for support of faculty leadership development.

In 2011, UB received an *MHEC Challenge Grant* as a sub award of the US Department of Education in the amount of \$78,102 to engage faculty in development of curriculum and programs to enhance sophomore class retention. Work products from this grant will be in place by Fall 2012. A copy of the grant is available upon request.

In addition, the *Early Notice System*, part of our well-defined conceptual framework for student success, continues to be effective in reaching out to at-risk students, many of whom in the first and second year are African-American. The University is currently examining ways to enhance the system to include support for students beyond this period so advisors can successfully track students across their academic careers. The use of social media and other forms of outreach will improve intervention strategies and should increase retention. The *UB+* program, began in 2010, continues to attract African-American part-time adult students, who have made up more than 70% of the program since its inception.

1.7 Status of enhancement of diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty and staff (with demographic data of participants)

In November 2011, the *Center for Educational Access* and the Office of the Provost hosted a workshop on “Higher Education and the Americans with Disabilities Act”. In addition, the Center for Educational Access Director is working with an external consultant to develop an online tutorial for faculty, staff and graduate assistants to acquaint them with the basics of the ADA and its relationship to their teaching and support work at UB. This online tutorial, once approved, will be in place by Fall 2012 for use at new faculty orientation while being made permanently available to all faculty and staff.

The Diversity and Culture Center has launched the International Friendship Program (IFP) to ease the transition into American culture and the university setting for new international students. The program recruits UB faculty and staff to serve as UB Friends. Goals for the IFP include discussion and exchange of ideas about culture, customs, and facilitation of cross-cultural friendships and communication to increase knowledge of global perspectives. The Center will seek more opportunities to work with new student recruitment through the Admissions office.

2. Demographic Comparison Data

Tables 1a-1d: Comparison Table of Demographic Data for all faculty, students, staff (Fall 2011)

Table 1 a All Faculty by Ethnicity/Race and Gender: Fall 2011				
	#	%	Male	Female
African-American/Black	46	11.6%	26	20
American Indian or Alaska Native	-	0.0%		
Asian	19	4.8%	9	10
Hispanic/Latino	6	1.5%	2	4
White	315	79.3%	189	126
Native Hawaiian or Other Pacific Islander		0.0%	-	
Two or More Races	1	0.3%	-	1
Did not self identify	10	2.5%	7	3
International		0.0%		
Total	397		233	164

Table 1 b All Full-Time Faculty by Ethnicity/Race and Gender: Fall 2011				
	#	%	Male	Female
African-American/Black	18	9.9%	9	9
American Indian or Alaska Native		0.0%	-	
Asian	14	7.7%	6	8
Hispanic/Latino	5	2.7%	1	4
White	140	76.9%	85	55
Native Hawaiian or Other Pacific Islander		0.0%		
Two or More Races		0.0%		
Did not self identify	5	2.7%	3	2
International		0.0%		
Total	182		104	78

Table 1 c All Staff by Ethnicity/Race and Gender: Fall 2011				
	#	%	Male	Female
African-American/Black	220	36.4%	63	157
American Indian or Alaska Native	-	0.0%	-	-
Asian	20	3.3%	12	8
Hispanic/Latino	9	1.5%	4	5
White	335	55.5%	145	190
Native Hawaiian or Other Pacific Islander	1	0.2%	-	1
Two or More Races	4	0.7%	2	2
Did not self identify	15	2.5%	8	7
International	-			
Total	604		234	370

Table 1 d Enrolled Students by Ethnicity/Race and Gender: Fall 2011				
	#	%	Male	Female
African-American/Black	2,240	35.0%	718	1,522
American Indian or Alaska Native	23	0.4%	13	10
Asian	260	4.1%	125	135
Hispanic/Latino	134	2.1%	61	73
White	2,941	45.9%	1,476	1,465
Native Hawaiian or Other Pacific Islander	13	0.2%	7	6
Two or More Races	124	1.9%	39	85
Did not self identify	508	7.9%	193	315
International	163	2.5%	73	90
Total	6,406		2,705	3,701

Tables 2a-2i: Comparison Table of Demographic Data for all faculty, students, staff (2008-2012)

<u>Table 2 a</u> All faculty																
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	39	10.3%	23	16	47	12.6%	28	19	45	11.1%	26	19	46	11.6%	26	20
American Indian or Alaska Native		0.0%			1	0.3%	-	1		0.0%	-	-	-	0.0%	-	-
Asian	21	5.6%	13	8	21	5.6%	11	10	18	4.5%	9	9	19	4.8%	9	10
Hispanic/Latino	7	1.9%	3	4	7	1.9%	2	5	5	1.2%	2	3	6	1.5%	2	4
White	310	82.2%	196	114	296	79.4%	179	117	321	79.5%	190	131	315	79.3%	189	126
Native Hawaiian or Other Pacific Islander		0.0%			0	0.0%	-	-	0	0.0%	-	-	-	0.0%	-	-
Two or More Races		0.0%			0	0.0%	-		0	0.0%	-	-	1	0.3%	-	1
Did not self identify		0.0%			1	0.3%	1	-	15	3.7%	10	5	10	2.5%	7	3
International		0.0%			0	0.0%	-	-	0	0.0%	-	-	-		-	-
Total	377		235	142	373		221	152	404		237	167	397		233	164

Table 2b Full-time faculty

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	17	10.0%	10	7	20	11.2%	11	9	19	10.4%	9	10	18	9.9%	9	9
American Indian or Alaska Native		0.0%				0.0%	-	-		0.0%	-	-	-	0.0%	-	-
Asian	15	8.8%	9	6	17	9.6%	9	8	12	6.6%	5	7	14	7.7%	6	8
Hispanic/Latino	3	1.8%	1	2	4	2.2%	1	3	4	2.2%	1	3	5	2.7%	1	4
White	135	79.4%	80	70	137	77.0%	80	57	139	76.4%	79	60	140	76.9%	85	55
Native Hawaiian or Other Pacific Islander		0.0%			0	0.0%	-	-	0	0.0%	-	-	-	0.0%	-	-
Two or More Races		0.0%			0	0.0%	-	-	0	0.0%	-	-	-	0.0%	-	-
Did not self identify		0.0%			0	0.0%	-	-	8	4.4%	6	2	5	2.7%	3	2
International		0.0%			0	0.0%	-	-	0	0.0%			-	0.0%	-	-
Total	170		100	85	178		101	77	182		100	82	182		104	78

Table 2c Part-time faculty

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	22	10.6%	13	9	27	13.8%	17	10	26	11.7%	17	9	28	13.0%	17	11
American Indian or Alaska Native		0.0%			1	0.5%	-	1	0	0.0%				0.0%	-	-
Asian	6	2.9%	4	2	4	2.1%	2	2	6	2.7%	4	2	5	2.3%	3	2
Hispanic/Latino	4	1.9%	2	2	3	1.5%	1	2	1	0.5%	1	-	1	0.5%	1	-
White	175	84.5%	116	59	159	81.5%	99	60	182	82.0%	111	71	175	81.4%	104	71
Native Hawaiian or Other Pacific Islander		0.0%				0.0%			0	0.0%	-	-	-	0.0%	-	-
Two or More Races		0.0%				0.0%			0	0.0%	-	-	1	0.5%	-	1
Did not self identify		0.0%			1	0.5%	1		7	3.2%	4	3	5	2.3%	4	1
International		0.0%				0.0%			0	0.0%	-	-	-	0.0%	-	-
Total	207		135	72	195		120	75	222		137	85	215		129	86

Table 2d Tenured/Tenured Track Faculty

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black													12	8.3%	7	5
American Indian or Alaska Native													-	0.0%	-	-
Asian													9	6.3%	6	3
Hispanic/Latino													5	3.5%	1	4
White													114	79.2%	71	43
Native Hawaiian or Other Pacific Islander													-	0.0%	-	-
Two or More Races													-	0.0%	-	-
Did not self identify													4	2.8%	3	1
International													-	0.0%	-	-
Total													144		88	56

Table 2e **Tenure Status Other**

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black													6	15.8%	2	4
American Indian or Alaska Native													-	0.0%	-	-
Asian													5	13.2%	-	5
Hispanic/Latino													-	0.0%	-	-
White													26	68.4%	14	12
Native Hawaiian or Other Pacific Islander													-	0.0%	-	-
Two or More Races													-	0.0%	-	
Did not self identify													1	2.6%	-	1
International													-	0.0%	-	-
Total													38		16	22

Table 2f All Full and Part-time Staff

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	231	39.2%	65	166	207	35.1%	59	148	228	37.1%	59	169	220	36.4%	63	157
American Indian or Alaska Native	1	0.2%	1	-	1	0.2%	1	-	0	0.0%	-	-	-	0.0%	-	-
Asian	15	2.5%	8	7	15	2.5%	9	6	17	2.8%	9	8	20	3.3%	12	8
Hispanic/Latino	8	1.4%	3	5	9	1.5%	3	6	9	1.5%	4	5	9	1.5%	4	5
White	335	56.8%	144	191	330	55.9%	144	186	340	55.3%	149	191	335	55.5%	145	190
Native Hawaiian or Other Pacific Islander		0.0%				0.0%			1	0.2%	-	1	1	0.2%	-	1
Two or More Races		0.0%				0.0%			2	0.3%	1	1	4	0.7%	2	2
Did not self identify		0.0%			28	4.7%	15	13	18	2.9%	8	10	15	2.5%	8	7
International		0.0%				0.0%				0.0%				0.0%		
Total	590		221	369	590		231	359	615		230	385	604		234	370

Table 2g All Students

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	1,567	26.8%	467	1,100	1,788	28.5%	531	1,257	2,094	32.2%	672	1,422	2,240	35.0%	718	1,522
American Indian or Alaska Native	21	0.4%	9	12	29	0.5%	15	14	26	0.4%	15	11	23	0.4%	13	10
Asian	278	4.8%	135	143	287	4.6%	128	159	294	4.5%	149	145	260	4.1%	125	135
Hispanic/Latino	136	2.3%	51	85	133	2.1%	52	81	180	2.8%	77	103	134	2.1%	61	73
White	2,382	40.8%	1,157	1,225	2,549	40.7%	1,262	1,287	2808	43.2%	1,422	1,386	2,941	45.9%	1,476	1,465
Native Hawaiian or Other Pacific Islander	-	0.0%	-	-	0	0.0%	-	-	8	0.1%	5	3	13	0.2%	7	6
Two or More Races	-	0.0%	-	-	0	0.0%	-	-	71	1.1%	20	51	124	1.9%	39	85
Did not self identify	1,229	21.0%	550	679	1,252	20.0%	530	722	846	13.0%	376	470	508	7.9%	193	315
International	230	3.9%	108	122	227	3.6%	103	124	174	2.7%	81	93	163	2.5%	73	90
Total	5,843		2,477	3,366	6,265		2,621	3,644	6,501		2,817	3,684	6,406		2,705	3,701

Table 2h**Undergraduate Students**

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	918	34.3%	292	626	1,143	38.0%	360	783	1,350	41.8%	449	901	1,450	44.5%	490	960
American Indian or Alaska Native	13	0.5%	8	5	19	0.6%	11	8	19	0.6%	11	8	18	0.6%	10	8
Asian	116	4.3%	59	57	131	4.4%	67	64	145	4.5%	86	59	136	4.2%	73	63
Hispanic/Latino	70	2.6%	27	43	72	2.4%	28	44	95	2.9%	40	55	72	2.2%	34	38
White	982	36.6%	487	495	1026	34.2%	539	487	1,154	35.8%	628	526	1,213	37.2%	640	573
Native Hawaiian or Other Pacific Islander	-	0.0%	-	-	0	0.0%	-	-	4	0.1%	4	-	9	0.3%	6	3
Two or More Races	-	0.0%	-	-	0	0.0%	-	-	38	1.2%	11	27	72	2.2%	25	47
Did not self identify	547	20.4%	247	300	578	19.2%	240	338	384	11.9%	161	223	238	7.3%	81	157
International	34	1.3%	18	16	35	1.2%	18	17	37	1.1%	19	18	49	1.5%	25	24
Total	2,680		1,138	1,542	3,004		1,263	1,741	3,226		1,409	1,817	3,257		1,384	1,873

Table 2i **Graduate and Law Students**

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	649	20.5%	175	474	645	19.8%	171	474	744	22.7%	223	521	790	25.1%	228	562
American Indian or Alaska Native	8	0.3%	1	7	10	0.3%	4	6	7	0.2%	4	3	5	0.2%	3	2
Asian	162	5.1%	76	86	156	4.8%	61	95	149	4.5%	63	86	124	3.9%	52	72
Hispanic/Latino	66	2.1%	24	42	61	1.9%	24	37	85	2.6%	37	48	62	2.0%	27	35
White	1,400	44.3%	670	730	1523	46.7%	723	800	1,654	50.5%	794	860	1,728	54.9%	836	892
Native Hawaiian or Other Pacific Islander	-	0.0%	-	-	0	0.0%	-	-	4	0.1%	1	3	4	0.1%	1	3
Two or More Races	-	0.0%	-		0	0.0%	-	-	33	1.0%	9	24	52	1.7%	14	38
Did not self identify	682	21.6%	303	379	674	20.7%	290	384	462	14.1%	215	247	270	8.6%	112	158
International	196	6.2%	90	106	192	5.9%	85	107	137	4.2%	62	75	114	3.6%	48	66
Total	3,163		1,339	1,824	3,261		1,358	1,903	3,275		1,408	1,867	3,149		1,321	1,828

Executive Summary

During the 2010-2011 academic year, the Diversity and Culture Center planned and implemented programs aimed to raise diversity awareness and acceptance levels of the UB community. These goals were accomplished through the various national history/heritage months, co-sponsored events with campus offices and organizations, and participation in campus wide events which addressed diversity issues. The primary focus during this reporting period was to maintain visibility and viability in light of the various setbacks and challenges faced in moving the office to the Student Center. Final office renovations were completed and the office moved to the Student Center in February, 2011.

The Center has managed to maintain high quality, educational, and experiential programs designed and implemented to increase cultural awareness that support diversity, cross cultural learning, appreciation and understanding. Programs focused on awareness or themed months, small group dialogues, and programs which addressed the needs of international students. Hallmark programs included the African American Arts festival held in February and the Holidays around the World program held in November. New program initiatives aimed to provide resources and additional support for international students was implemented; new programs included the Adjusting to UB dialogue and walking tours of the UB Midtown area. The launch of the UB Friendship program is planned for the fall 2010 semester.

The Center partnered with offices and department to meet programming goals. Programs and workshops were co-sponsored with UB Housing, Center for Student Involvement, and Center for Recreation and Wellness, International Services Office, the Center for Educational Access, Career Center, International Admissions, and Spotlight UB. The Center has also co-sponsored programs with student groups, including the International Student Association, Student Events Board, and South Asian Law Students Association.

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. Materials have been updated and added to the library. Students, faculty, and staff are made aware of the services and resources offered by the office through emails, mailings, posters, and flyers.

Values statement

The Diversity and Culture Center values a multicultural and global campus community which encourages students to further develop and deepen their intercultural skills and competencies; which are essential to living and working in today's world.

Vision statement

We envision a world where all members are embraced and nurtured because of their uniqueness. We strive to create a global campus community in which those from various ethnic and cultural backgrounds can engage in dialogue, challenge barriers, and participate in educational activities that facilitate intercultural interaction, learning and competence.

Mission statement

The mission of the Diversity and Culture Center is to foster a community that supports personal and collective growth and intellectual exploration by building bridges of international, intercultural, and interracial understanding through academic excellence, cultural awareness, community service, professional and leadership development. We support, empower, and promote the success of students and prepare our students to work and live in a diverse society and global marketplace.

Annual Goals

The annual goals for the International and Multicultural Student Services Center for FY 2010-2011 were:

- to move the office into its new space in the Student Center;
- to hire and cross train staff in international advising and services
- to develop and implement successful programs and services

Programs and Services- New Collaborations

Soup and Substance Series

The Diversity and Culture Center's new program initiative Soup and Substance was implemented in the fall 2010 semester. The purpose of the series was to create a monthly small group dialogue to discuss international and multicultural topics over soup. The program goals were to encourage dialogue about various diversity and current topics. Topics included LGBTQ relationships, diverse relationships, values, attitudes and beliefs, and civility. These dialogue discussions were facilitated by Counseling Center staff, Diversity and Culture Center staff as well as representatives from community LGBTQ organizations.

International Photo Contest

The Diversity and Culture Center's first annual International Photo contest was held during the fall semester. The contest was open to all University of Baltimore students, faculty and staff. Member of the UB community were invited to submit original photos of landscapes, people, or animals that were taken outside of the United States. The winning photographs are displayed in the new Diversity and Culture Center.

Adjusting to UB

This program was an opportunity for new international students to discuss their concerns about adjusting to the campus and community as students new to the United States. The small group format provided participants the opportunity to have their specific questions answered. Students asked about time management, navigating the city transit system, and how to obtain health insurance. The Learning Specialist from the Academic Learning Center facilitated this discussion.

International Education Week

The 2010 International Education Week (IEW) was a collaborative effort with the Center for International and Comparative Law, the Clinical Law Program, the South Asian Law Students Association and the International Student Association. Throughout the week, each office and/or organization sponsored programs which aimed to provide information about global affairs. Programs throughout the week included; a Peace Corps information session where a representative from the Peace Corps presented information about Peace Corps opportunities, a conversation on community legal works by law students in India, and the annual Holidays Around the World program.

R-Word Campaign

The Diversity and Culture Center partnered with the Center for Educational Access to bring awareness and understanding of the use of the R-word. Participants were asked to sign banners to support the elimination of the derogatory use of the words retarded or retard from everyday speech and promote the acceptance and inclusion of people with intellectual disabilities. More than 200 students, faculty and staff pledged. Those who pledged were asked to wear stickers in support of the cause.

Gays in the Media: Common Misconceptions

David Placher, a columnist for the Baltimore Gay Life magazine presented this program which focused on the common misconceptions and negative portrayal of members of the LGBTQ community in the media. Hate crimes, general stereotypes, and struggles faced by the LGBTQ community in the Baltimore area were discussion topics.

International Bazaar

The International Student Association and Diversity and Culture Center co-sponsored the International Bazaar. The UB community had an opportunity to experience cultures from around the globe. The bazaar featured vendors and exhibitors who provided crafts and art from around the world, as well as a henna tattoo artist, cultural food and entertainment.

Alcohol Awareness Day

March 15, 2011 was designated Alcohol Awareness Day on campus. The Diversity and Culture Center was one of several offices that participated in this first annual event. The goal of the program was to bring awareness to the dangers of alcohol abuse, drinking and driving and to offer information about responsible alcohol use. A crashed car involved in a drinking and driving accident was displayed on campus. A panel discussion, which featured UB police officers, students, and an Alcohol Anonymous representative, also took place as part of the day long event.

UB Midtown and Mt. Vernon Walking Tour

The UB Midtown and Mt. Vernon Walking Tour took place during the fall semester. This program was a collaboration with the UB Housing Office. The purpose of the tour was to introduce and help students to become familiar with the Midtown and Mt. Vernon area. Although the target audience for this program was our international students other students were welcome to attend. Local resources, including grocery stores, restaurants, and transportation were stops on the tour. Mt. Vernon historical sites were also highlighted.

Programs and Services- Ongoing Collaborations

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 2010-2011, we added 25 new movies and books over the last year.

International Orientation

The International Orientation program is an opportunity for international students new to the University of Baltimore to become familiar with the university, to meet and network with other international students, and to connect with important resources. The orientation programs are held prior to the beginning of the fall and spring semesters.

Holidays Around the World

Holidays Around the World is an annual event planned and implemented by our office. Each year, international students from various countries volunteer to present about holidays and cultural traditions in their countries. This year members of the International Student Association were presenters. The students shared information about cultural celebrations and holidays that are observed in their countries. Presentations also included pictures, traditional dances and singing. Food from the different countries represented was served, providing participants an opportunity to taste cuisine from around the world.

Cultural Awareness Programs

Cultural awareness programs and celebrations are ongoing programs we continue to plan each year. This past year we held several programs commemorating and celebrating African Americans, International Women, and Asian Americans. The International Bazaar and Global Village program were another opportunity for the UB community to learn about other cultures, countries, and diverse groups.

World AIDS Day

Red ribbons were distributed on December 1, 2010 to commemorate World AIDS Day. The AIDS quilt was also displayed in the Student Center during the month of December.

African American Arts Festival

In February 2011 we presented our annual African American Arts Festival in cooperation with Spotlight UB. The festival focused on music, theatre and the arts. The festival included a production of *The Trial of the Catonsville Nine*. Festival events also included story telling by local storyteller Janice Curtis Greene, followed by dance and music performances by local elementary schools. The festival also hosted Latonia Valincia's one-woman show, *Bootprints*; the production explored the experience of being a woman of color in America. The festival finale featured pianist Lafayette Gilchrist, who was joined by legendary bassist William Parker.

**UNIVERSITY OF MARYLAND,
BALTIMORE**

PROGRAM OF CULTURAL DIVERSITY UNIVERSITY OF MARYLAND, BALTIMORE 2011 PROGRESS REPORT

The University of Maryland, Baltimore (UMB) is the State's public health, law and human services university devoted to excellence in professional and graduate education, research, patient care, and public service. As a diverse community of outstanding faculty, staff and students, and using state-of-the-art technological support, we educate leaders in health care delivery, biomedical science, global health, social work and the law. We emphasize interdisciplinary education and research in an atmosphere that explicitly values civility, diversity, collaboration, teamwork and accountability. By conducting internationally recognized research to cure disease and to improve the health, social functioning and just treatment of the people we serve, we foster economic development in the City, State, and nation. We are committed to ensuring that the knowledge we generate provides maximum benefit to society and directly enhances our various communities.

The University has a multi-pronged approach to fostering cultural competency which involves the entire campus and includes efforts and initiatives from the President's Office, Campus Life Services, as well as grassroots programming by our students. Furthermore each of the graduate/professional schools accreditation standards that keep the issue in the forefront of their educational efforts. This Progress Report briefly highlights some of the activities that have occurred in the past year.

Office of the President

This coming July, our University will have been under the leadership of Dr. Jay Perman, M.D. for two years. Promoting cultural diversity has been a cornerstone of Dr. Perman's leadership efforts since his arrival in July of 2011. As was mentioned in last year's Progress Report, one of his first actions was to establish a Diversity Advisory Council. The Council has 13 members from across the University community and has been instrumental in initiating a campus level conversation about the role and importance of diversity and inclusion in advancing the University's mission. The Council has also begun to envision and articulate a framework for a campus-wide diversity and programming model that aligns with the recently adopted Strategic Plan which is described below.

The University's strategic planning process, the first under Dr. Perman's leadership, was lead by co-chairs Pete Gilbert, vice president for planning and accountability, and Stephen Bartlett, MD, professor and chair, Department of Surgery in the School of Medicine. The University's Strategic Plan was created from the work of more than 140 faculty, staff, students, partners, and friends who dedicated tremendous time and energy to its completion. It is designed to be the University's operational plan for the next five years, and to guide it for 10 years.¹

From the outset of the strategic planning process, "Diversity and Inclusion" was identified as one of the University's high level themes.² For each high level theme, a carefully chosen interdisciplinary cross

¹ The Strategic Plan was finalized in November, 2011. In the third year of the plan, the University will complete an environmental scan and trend analysis to determine whether any course alterations are needed in plan implementation.

² The eight themes reported in July of 2011 were: Achieve Pre-Eminence as an Innovator; Promote Diversity and a Culture of Inclusion; Foster a Culture of Accountability and Transparency; Excel at Interdisciplinary Research and

segment of faculty, staff, students, and others was selected to serve as the theme's Work Group. The work groups were responsible for providing a high-level summary of the University's current expertise as it related to each theme, and identifying opportunities and key challenges the University would likely face over the next five to 10 years.

When the University released its Strategic Plan Report in November, 2011,³ seven Core Values were identified. The Report made plain the University community's pledge:

The University is committed to a culture that is enriched by diversity, in the broadest sense, in its thoughts, actions, and leadership.

The most concise and compelling articulation of this commitment to cultural competency can be found on page five of the Strategic Plan:

As the state's only public academic health, law, and human services university, the University has an obligation to educate and train students and scholars to provide leadership and expertise necessary to address the health, legal, and social challenges posed by our nation's changing demographics. In fulfilling this obligation the University must embrace and celebrate diversity and become culturally competent. The University must be able to respond respectfully and effectively to people of all cultures, classes, races, genders, ethnic backgrounds, sexual orientations, and faiths or religions in a manner that recognizes, affirms, and values the worth of individuals, families, tribes, and communities, and protects and preserves the dignity of each.

Attaining cultural competence will require the University to have a defined set of values and principles, and demonstrate behaviors, attitudes, policies, and structures enabling these to work effectively cross-culturally. The University will build the capacity to value diversity, conduct self-assessment, manage the dynamics of difference, and acquire and disseminate cultural knowledge. In response to the diversity and the cultural mores of the communities served by the University, it must incorporate these ideals into all aspects of policymaking, administration, practice, and service delivery by systematically involving consumers, key stakeholders, and communities.

Recognizing that when it comes to attainment of its desired outcomes, the institution cannot simply adopt a strategic plan and "wish it so," the University's Strategic Plan takes each theme and makes goals explicit and sets forth the tactics it will use in pursuing the goals.

Specifically, for **Theme 2 PROMOTING DIVERSITY and a CULTURE of INCLUSION**, the Strategic Plan lists three overarching goals and enumerates 13 specific tactics that will be utilized in pursuit of the goals.

Interprofessional Education, Clinical Care and Practice, and Public Service; Develop Local and Global Initiatives that Address Critical Issues; Drive Economic Development; Create an Enduring and Responsible Financial Model for the University; Create a Vibrant, Dynamic University Community.

³ <http://www.umaryland.edu/strategicplan/docs/StrategicPlan.pdf>

Goal 1: Promote a commitment to diversity and a culture of inclusion.**Tactics:**

- ▶ Assign to the President's Diversity Advisory Council oversight and support of the University's diversity and inclusion initiatives.
- ▶ Establish a diversity and inclusion distinguished fellow who will develop and operationalize novel initiatives promoted by the Diversity Advisory Council.
- ▶ Appoint in each school and principal administrative unit a senior administrator or faculty member to liaise with the Diversity Advisory Council on diversity and inclusion initiatives.
- ▶ Conduct a Universitywide diversity and inclusion assessment to establish a baseline from which to build programs and initiatives.
- ▶ Administer a periodic survey to assess the campus climate on diversity and inclusion issues.

Goal 2: Enhance the environment to ensure diversity is valued and inclusion becomes a guiding principle in every aspect of the University's activities.**Tactics:**

- ▶ Establish new and support existing initiatives for diversity and inclusion in all academic and administrative units and develop accountability mechanisms to assess outcomes.
- ▶ Include "promotion of diversity and inclusion" among performance criteria in the reviews of all University leaders.
- ▶ Promote diversity among faculty and leadership.
- ▶ Conduct a periodic compensation review to promote best practice in salary and resource allocation to ensure equitable and performance-based treatment for all.
- ▶ Develop and publicize events and programs that recognize and celebrate diversity and promote inclusion.

Goal 3: Cultivate the idea that cultural competency is the right thing to do and promote it as a competitive advantage to be attained and valued by faculty, staff, and students.**Tactics:**

- ▶ Create a cultural competency initiative that promotes cultural competency throughout the University.

- ▶ Establish an interdisciplinary program for all students to build cultural competency as part of the resource on professionalism.
- ▶ Offer a training program that prepares faculty and staff to be influential leaders, advocates, and spokespeople for cultural competency initiatives across the University.

Progress toward achieving the Strategic Plan Goals will be overseen by two-person leadership teams, comprised of a vice president or dean joining a former strategic plan work group leader. The two leaders will form teams to help prioritize the goals and tactics and establish a hierarchy of needs. The Office of Planning and Accountability, under University vice president and strategic plan co-chair Pete Gilbert, will be charged with leading and coordinating the implementation process. Progress of each Implementation team will be monitored by the Planning and Accountability Office so that regular updates can be made available on the Strategic Plan Implementation website: <http://www.umaryland.edu/strategicplan/>. The co-chairs of the Diversity and Inclusion Work Group are Pete Gilbert, vice president for planning and accountability and Roger Ward, associate vice president for academic affairs.⁴

Another way the President's Office continues to communicate 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. Through the nomination process, the entire University gets an opportunity chance to promote the hard work of dedicated students and faculty who are leaders amongst our University community and who embody our commitment to promoting diversity and inclusion. Each individual nomination packet acknowledges our shared vision.

The recipient of the 2011 faculty award was School of Nursing professor, Vanessa Fahie. According to her nomination:

Professor Fahie's nomination captures 16 years of work she has been engaged in here at UMB. As such, her work is an embodiment of many ideas and vision set forth by Dr. King. Throughout her professional career she has used every opportunity to promote the status of diverse people including non professionals and professionals. During the last 16 years she has devoted significant time to developing projects for individuals from educationally and environmentally disadvantaged backgrounds that are underrepresented in the health care workforce. The three-fold focus has been to: (1) prepare undergraduate nursing students to provide quality health care to diverse populations; (2) increase the number of students who are more apt to be receptive to sensitive issues that impact those like themselves; and (3) encourage high school students to commit to furthering their education by their participation in the college completion program.

The student recipient, School of Law student, Hera Hashmi, was equally impressive. Ms. Hashmi conceived of and almost single-handedly organized a one-day symposium called *Confronting Islam: Shari'ah, the Constitution and American Muslims*. Ms. Hashmi has a unique perspective about life and religious freedom in America. She was born in Saudi Arabia but is also of Pakistani descent. She grew up in the United States and attended the University of Maryland, College Park. She has experienced anti-Muslim sentiment while living in Europe, is proud to live in America and wants nothing more than for people of different religious backgrounds to understand each other. The symposium included several

⁴ Decisions about the other members of the Implementation Groups have not yet been released.

Maryland law professors with expertise in international and human rights law; professors of Islamic and Middle Eastern history, political science and civil rights; an American Muslim activist; a journalist; a Muslim Chaplain from Georgetown University; the Director of the Washington D.C. Office of the Muslim Public Affairs Council; and the general counsel to the Canadian Muslim Civil Liberties Association. The panelists' differing viewpoints and experiences resulted in a rich conversation on a complex issue and it was so well received by our community that a follow up Symposium was held roughly ten months later as headlines continued to flash with controversial stories regarding Islam. The second program gave the audience a chance to see the changes and developments that have occurred in America since the November Symposium. The follow up discussion dealt with states that had introduced bills against Shari'ah;⁵ the hearings held by chairman of the House Homeland Security Committee, Representative Peter King (R – N.Y.), regarding the "radicalization" of American Muslims; and the protests and counter protests occurring across the country.

Campus Life Services

Another area where the University has seen tremendous growth since Dr. Perman came on board is in the planning of centralized student activities under the auspices of the Office of Academic Affairs/Campus Life Services. Specifically, the University has instituted Heritage/History Month programming that takes place throughout the year which provides a unique setting for interdisciplinary encouragement of broad social, cultural, recreational, and education programming for the University.

Each Heritage/History Month program⁶ aims to:

- Provide an understanding of the multiple perspectives of others, while valuing one's own heritages, experiences and values;
- Encourage an appreciate for the interactive relationship of race, sexual orientation, class and gender in society;
- Articulate views and experiences around race, sexual orientation, class and gender by integrating personal experiences and academic perspectives;
- Appreciate the role that arts and cultural events can play in developing an enlightened and culturally-empowered perspective; and
- Influence social change on campus and in society with creativity, integrity and compassion.

In addition to the History/Heritage offerings, Campus Life Services sponsors a wide-variety of programming that broadens student, faculty and staff perspectives and embraces the diversity present on our campus. One of the most successful new offerings has been the founding of the President's Student Leadership Institute⁷ that provides instruction on a no-fee, no-credit basis to student participants from a variety of schools. Specific topic included: Leading a Diverse & Global Society; Understanding Body Language and Cross Cultural Communication; and the Culturally Competent Leader.

⁵ Shari'ah is the moral code and religious law of Islam. It speaks to issues addressed by secular law such as crime as well as personal choices regarding diet, prayer, and fasting among others.

⁶ A list of partial list of programs is attached as Appendix B.

⁷ http://www.umaryland.edu/smccampuscenter/services_groups/psli.html

Student Generated Activities

Perhaps more significant, however, are the efforts undertaken by our students themselves. What better way to educate our community than to have the initiatives be those that the student body values and organizes on their own. In this way, they provide first hand insights into areas of cultural understanding – a key prong that must precede efforts at competency.

Over the 2011 year, the University's students put on an impressive array of programming. Listed below are just some partial highlights showing the range and depth of their activities.

Chinese Student & Scholar Association (CSSA)

Annual Chinese Moon Festival Celebration Gala: Don't miss out delicious Chinese food and moon cakes. After the dinner UM Chinese students and scholars will bring a new, originally written Chinese drama to the audience along with other performances such as folk singing and Chinese lion dance.

Culture Matters

Culture Matters is a workshop for Baltimore high school students from different cultures and countries of origin, as well as American-born students. The themes of the workshop are cross-cultural communication and non-violent conflict mediation. The workshop is co-sponsored by University Student Government Association, International Social Work Organization, Jewish Awareness Network, Student Coalition for Peace and Equality, and the Latin American Solidarity Organization.

Facebook Revolution?

The Muslim Students and Scholars Association and the University Student Government Association are proud to invite the entire University community to attend to the event "Facebook Revolution?" The event will address what is happening around the world, specifically in North Africa, the Middle East and other parts of Asia.

Holi – The Festival of Colors

UMB Indian Association invites you to join them for an evening of fun, festivities, music, performances and delicious Indian food. Let's get together and celebrate the coming of spring!

Hunger Banquet

Sponsored by the International Law Society, the purpose of the Hunger Banquet is to raise awareness regarding the Hunger crises throughout the world. After a Hunger Banquet event, few participants leave with full stomachs, but all possess a greater understanding of the problems of hunger and poverty and will feel motivated to do something about it.

Rabbit Chinese New Year Celebration

Chinese New Year also known as Spring Festival is the most important traditional Chinese holiday. It is the first day of the first month of the lunar calendar. On that day people would like to wear new clothes to signify a new year. The color red is liberally used in all decorations.

Tara's Crossing

Based on a true story, Tara's Crossing is about a transgender woman who flees Guyana for asylum in the United States, only to be detained. This play raises awareness about the legal challenges faced by individuals who flee to the United States in response to the oppression they face in their home countries.

because of their sexual orientation and gender identity. Co-sponsored by the Immigration Law and Policy Association, the Asian/Pacific-American Law Students Association, the Latino/a Law Student Association, Law Students for Reproductive Justice, the National Lawyers Guild, the LGBT Law Student Alliance, Physicians for Human Rights, the International Social Work Organization, the Lesbian, Gay, Bi-Sexual, Transgender and Ally Union, and USGA.

United Students of African Descent Black History Month Event

The event will include a forum discussion based on a documentary highlighting West African influences on culture on the island of Grenada. Our discussion following the short documentary will be about West African influences throughout the African Diaspora.

World Fest

The International Student Organization is hosting a World Fest which will feature fashion show (with cultural clothing) as well as a talent show.

General Campus Information

The Human Resource Services Office continues to participate in two community based programs that focus on diversity and inclusion. Updated participation information for 2011 can be found in Appendix C.

UMB records do not indicate that there were any campus-based hate crimes or bias-motivated incidents that occurred on campus during the applicable reporting period.

School Specific

DENTAL

The School of Dentistry continues its recruiting efforts that were discussed in last year's 2010 Report. In addition, it continues to revise its courses to ensure the materials taught are as up to date as possible. This year, two courses, BEHAV 528⁸ and PRAC 532⁹, were modified by Vanessa Anseloni, PsyD., PhD to include teaching the following main additional concepts.

1. Definition on Cultural Competency and Its Main Features

- Cultural competency is a set of behaviors, attitudes and policies that enable effective work in cross-cultural situations.
- Cultural competency encompasses the following features:
 - **Understanding** the importance of social and cultural influences on patients' health beliefs and behaviors;
 - **Considering** how these factors interact at multiple levels of the health care delivery system; and
 - **Devising** interventions that take these issues into account to assure quality health care delivery to diverse populations.

⁸ **BEHAV 528** (Behavioral Dentistry) is a year two course.

⁹ **PRAC 532** is a year three course that discusses cultural diversity as a part of practice management.

2. Neurobiology of Judgment and Decision-making

Decision-making is a neurophysiological process and is reported to be mainly processed by the ventromedial prefrontal cortex. Inevitably, we make decisions and form opinions in microseconds. Forming opinion, making decisions is not the problem. We incur in difficulty when we create a zone of sensitivity through assumptions. Especially in health care, communications need to be clear and free of assumptions. Therefore, there is great need on revising concepts and defining strategies to prevent assumptions that lead into prejudice.

3. Revision on concepts: Stereotype, Prejudice, Cultural Sensitivity, Ethnocentrism, Racism, Discrimination

- *Cultural Sensitivity*: The ability to be open to learning about and accepting of different cultural groups.
- *Stereotype*: A generalization of characteristics that is applied to all members of a cultural group.
- *Prejudice*: An attitude, opinion, or feeling formed without adequate prior knowledge, thought, or reason.
- *Racism*: A belief that racial differences produce an inherent superiority of a particular race.
- *Discrimination*: To make a difference in treatment on a basis other than individual character.
- *Ethnocentrism*: To judge other cultures by the standards of one's own, and beyond that, to see one's own standards as the true universal and the other culture in a negative way.

Understanding the definitions of stereotype, prejudice, ethnocentrism, racism, discrimination and cultural sensitivity offers precise tools for the future health care provider to prevent engaging in such behaviors and attitude.

4. Current Status on disparities in the U.S.A. health care system

According to Oral Health in America: a report of the surgeon general by the Department of Health and Human Services, National Institute of Dental and Craniofacial Research, National Institutes of Health:

- There are disparities in oral health based on race, culture, and ethnicity.
- African-American males, for example, are diagnosed with oral cancer at a later point in the disease than whites, and the mortality rate for black men is far greater than it is for whites.
- A number of studies have linked oral disease to socioeconomic and cultural issues.

5. Three-fold Analysis to Overcome Difference in Health Care: Patient, System and Provider

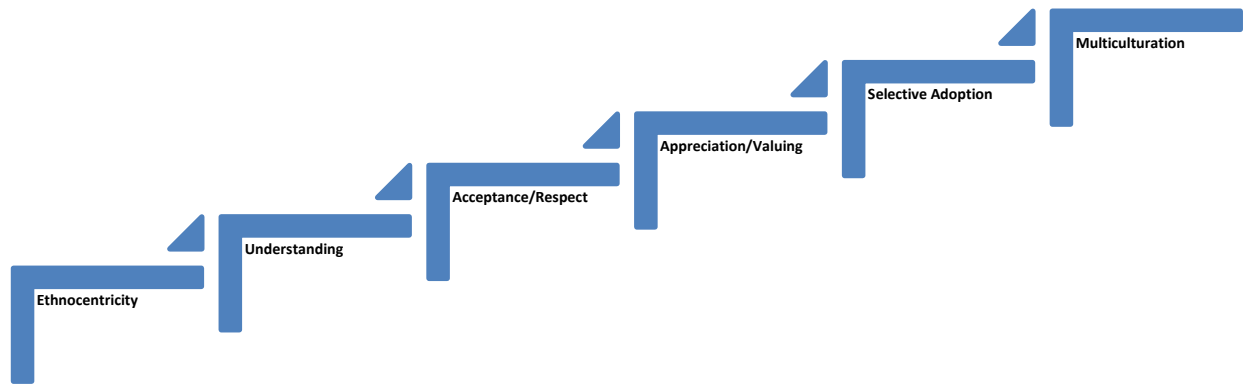
Three factors impact on treatment and outcome regarding cultural competency in health care:

PATIENT: Inconsistent patient behaviors and attitudes related to **compliance** with treatment regimens may be attributed to **cultural mismatch** between **minority patients and their providers**.

SYSTEM FACTORS: Language barriers impact as heavily on the patient-doctor interaction in dentistry as they do in medicine.

PROVIDER FACTORS: (1) There is greater clinical uncertainty when interacting with minority patients; (2) There are beliefs (or stereotypes) held by the provider about the behavior or health of minorities; (3) Because of the time pressure and resource constraints put on the clinical encounter, health professionals are often forced to make quick judgments about patients' conditions and treatment.

The BEHAV528 course offers 3 small group sessions/student to promote awareness on its teachings, especially on cultural competency. Through role play and case discussion, students are provided with opportunity to observe their level of cultural competency in small groups. In the exercises, we work on David Hoopes concepts for Pathway of Intercultural Learning as seen below:



LAW

The pursuit of diversity is one of the School's core values¹⁰ and it takes a pervasive approach to addressing issues of cultural diversity. Beginning with the admissions process designed to recruit and admit a broadly diverse class, issues of cultural diversity are further addressed in the class room, through clinical experiences, events sponsored by student groups and co-curricular activities, student leadership training, career development programs and in presentations by faculty, deans and outside speakers.

Admissions: The law school's admissions policy aspires to achieve a broadly diverse student body. The admissions committee engages in a highly individualized, holistic review of each applicant's file, giving consideration to all the ways that an applicant might contribute to a diverse educational environment. The qualities of students sought may be reflected in their background characteristics such as geographic origin, cultural and language backgrounds, racial, social, disability and economic barriers overcome; interpersonal skills, demonstrated by extracurricular pursuits, work or service experience, and leadership activities; potential for intellectual and social growth, demonstrated by personal talents and skills, maturity and compassion; and other special circumstances and characteristics that, when combined with academic skills necessary for sound legal education, promise to make a special contribution to the community. The law school seeks to enroll meaningful numbers of students from groups that have been historically discriminated against to ensure their ability to make unique contributions to the character of the School's education and social environment.¹¹

¹⁰ Additionally, American Bar Association Accreditation standard 212 requires that law schools "demonstrate by concrete action a commitment to providing full opportunities for the study of law and entry into the profession by members of underrepresented groups, particularly racial and ethnic minorities, and a commitment to having a student body that is diverse with respect to gender, race and ethnicity."

¹¹ As October 2011, the student body was 31% minorities (comprising African American, Asian, Latin Hispanics of any race, American Indian or Alaskan Native) and 48% women. The law school has participated in a national survey which asks students about their interactions with students of different backgrounds. Data for Maryland

Student Activities: The School of Law 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 our community. Supported by the Office of Student Affairs, student groups carry out various events, symposia, networking events, many of which focus on culturally diverse issues and are open to and attended by law students of different ethnicities and backgrounds. For example, The Journal of Race, Religion, Gender and Class sponsored a forum in November 2011 on bullying in the LGBT community.

Career Development: The Career Development Office is involved in a number of targeted initiatives and programs. The Office promotes and facilitates student participation in national and regional career consortia aimed at women, minority and LGBT students, presented in sponsorship with various affinity groups and other organizations.¹²

Curriculum: During their law school career, students are provided with a multitude of course offerings through our academic program which relate to issues directly affecting minority communities. Some of these courses are: Asian Americans and the Law, Comparative Constitutional Law, Comparative Jurisprudence: Transcultural Perspectives on the World's Legal Systems, 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 Human Rights, 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, Thurgood Marshall: Special Topic, and the Community Justice, Low-Income Taxpayers, Workers' Rights, Re-entry and Immigration clinics. Students can also work as research assistants for faculty members developing scholarship in these areas. 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.

Experiential Learning: All students in the day division are required to provide services to poor or underrepresented clients through a clinic or legal theory and practice ("LTP") course.¹³ All clinic and LTP students participate in an orientation that addresses cultural diversity in different contexts and is an issue regularly discussed by faculty and students throughout the semester. Students are expected to learn about and respect a client's cultural frame of reference and its role in their representation of that client. Students also discuss globalization and what it means to operate in settings that are not culturally familiar to them. The overall goal is for students to represent diverse clients in a way that honors the client and the legal profession.

reveals that more than two thirds of students surveyed (a 59% response rate) reported often or very often having had "a serious conversation with students of a different race or ethnicity" or with students with "different religious beliefs, political opinions or personal values." Law School Survey of Student Engagement 2011.

¹² A list of affinity groups and organizations is attached as Appendix D.

¹³ Evening division students may opt to take a clinic or LTP but are not required to do so.

The school's Clinic and its Legal Theory and Practice seminars offer students multiple opportunities to provide, under the supervision of a full-time faculty member, representation to persons who are poor, socially disadvantaged or otherwise lack access to justice or to organizations acting on their behalf. This experience is intended to nurture a sense of responsibility to low income and otherwise disadvantaged clients. That sense of responsibility should inspire our graduates, the great majority of whom do not specialize in public interest law, to maintain in their practices a commitment to pro bono work.

Professionalism and Diversity Committee: This faculty/student committee formed in 2006 holds one or two open meetings a year to which all students are invited to come and share professionalism and diversity concerns, including concerns about climate for students of different backgrounds. In 2011 the Committee considered and then supported a request by LGBT students to expand the campus's anti-discrimination policy to include gender expression and identity.

MEDICINE

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 medical student experience and includes classroom, small group, and observed behavioral activities. The Liaison Committee on Medical Education [LCME] sets the overall standards for accreditation of US medical schools and mandates that the faculty of the school itself set the curriculum for obtaining a medical degree. The faculty at the School of Medicine has implemented the following:

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.

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. This past year, the School of Medicine increased curricular content on LGBTIQ issues with panel discussions and small group sessions. Small groups are comprised of a mix of students by gender and background in order to utilize the tremendous 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.

During year three, students in clinical settings are specifically evaluated on professionalism scales including the doctor-patient relationship across the spectrum of patients that they encounter on their varied rotations. This material is captured electronically as part of the student performance record. The doctor-patient relationship, access to care, and treatment options are part of the clinical education for all students during these rotations such as the ambulatory settings of family Medicine, Pediatrics, and Internal Medicine. Standardized patients are used for some of the third year rotations again focused on directly observed student performance.

As part of the Introduction to Clinical Medicine in the fourth year, an examination using standardized patients must be successfully completed before graduation. This examination using 10-12 different medical problems again is designed so that all students must be able to communicate with, and discuss medical problems with a wide range of people. A small example is the use of a middle-aged African-American woman with chest pain after the medical literature revealed that this group of women didn't receive the same emergent attention for myocardial infarction. Literature is reviewed for similar health care discrepancies. The information is collected electronically during third and fourth years.

During their fourth year, all medical students take the US Medical Licensing Examination [USMLE]. Part of this exam is a standardized patient exercise again using a cross-section of patients representing age, race, and gender groups. The School of Medicine closely tracks performance on this examination as it attempts to replicate clinical problems in a varied patient population.

NURSING

The School of Nursing's BSN, MS and DNP programs were accredited in 2009 for 5 years by the Commission on Collegiate Nursing Education (CCNE) an autonomous agency affiliated with the American Association of Colleges of Nursing (AACN). 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, and 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 care." The report cited one of the strengths of the school as having a diverse student background and experience.

Examples of curriculum include a course in the Trauma/Critical Care/Emergency program specifically addressing cultural diversity from the perspective of patient/family assessment, planning and interventions, and developing strategies to enhance staff nurse's responses to diversity, through readings, student role analysis and synergy papers, and in case scenario discussions.

The Psychiatric Health Nurse Practitioner (PMHNP) specialty introduces cultural competency in each of its clinical courses. Students incorporate developmental features, family considerations, spiritual beliefs, and social / cultural context into the psychosocial assessment of patients with psychiatric symptoms or complaint. Students learn that in order to diagnosis a psychiatric disorder, the symptoms must be considered outside of cultural norms and beliefs. DSM-IV culturally-specific psychiatric diagnoses and others that do not appear in the DSM are reviewed. PMHNP students integrate knowledge of ethical, cultural, and legal aspects of advanced practice nursing into psychotherapy approaches.

The Adult Nurse Practitioner/Gerontology program incorporates a focus on cultural diversity with regard to diagnosis and management of all clinical problems addressed. This expands to the area of health literacy and assuring that our education related to disease and disease management is appropriate given cultural diversity.

Throughout the Family Nurse Practitioner (FNP) program, case studies and clinical simulation scenarios are developed to represent various ethnic and cultural beliefs and diverse populations across the lifespan so that students are exposed to managing conditions in a culturally sensitive manner. Specific examples include: contraceptive management and women's health issues when religious beliefs dictate that the male partner make health decisions; sexual/ general health screening to include LGBT (Lesbian/gay/bisexual/transgender) sensitive language, management of common conditions in the context of extreme poverty or literacy barriers and demonstration of dermatologic conditions/ variations in people of color. Students additionally have immersion opportunities with ethnically diverse populations through clinical rotations for health promotion and diagnosis and management courses.

In the Nurse Anesthesia Program a cultural diversity workshop is given annually to all students by a nationally recognized expert in cultural diversity. In addition, all Nurse Anesthesia faculty have presented at the Diversity in Nurse Anesthesia Mentorship Program which was given at the University of Maryland, the University of Pittsburgh and at Duke University in the past year.

In the CNL program students learn in their course work and clinical settings to define culture according to the needs of the client, family, and/or community and learn to accept individual differences, recognize the influence of culture on well-being and health, and to provide culturally sensitive care in a variety of settings across the life span.

Throughout the DNP program students are involved in a variety of opportunities with to be involved with culturally diverse populations especially those from rural communities and medically underserved. Dr. Sandra Bibb, a cultural competency expert, was consulted to facilitate revision and updating of the DNP curriculum. A workshop was held with faculty in the DNP program and members of the cultural competency taskforce at the School of Nursing. To date, we have evaluated various cultural competency models and selected a model to implement throughout the curriculum. The Campinha-Bacote model was selected. Next steps include Dr. Bibb meeting with individual faculty to evaluate each course syllabus for aspects of cultural competency.

While the School has ensured that it addresses diversity among students and future health professionals through the curriculum, it is also trying to confront 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, as well as 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 an excellent minority student enrollment. In the fall of 2011 we enrolled 584 undergraduates with a minority enrollment of 35.9% and 1,107 graduate students with a minority enrollment of 37.5%. In the current semester (Spring 2012), minority student enrollment across all programs and levels is 33%. The undergraduate minority enrollment (includes traditional BSN, RN to BSN, and RN to MS) is 35%. Graduate minority enrollment is 32%. BSN to PhD minority enrollment is 46%. PhD minority enrollment is 38%. Doctor of Nursing Practice (DNP) minority enrollment is 23%.

The staff at the school of Nursing is 45.2% minority and faculty is 11.96%. We recruited 3 minority faculty members this year and plan to recruit 2 more in 2012. Recruitment of minority faculty members is challenging—largely because the pool is quite small. To expand the pool, which will benefit all nursing programs in the state by putting more potential minority faculty members on the market, the School is focusing increased attention on minority graduate recruitment. Already, it should be noted, more than half of the School's minority students are in graduate programs

The School also currently has five training grants which target groups who are underrepresented in the nursing workforce. The Nurse Anesthesia program has a Health Resources and Services Administration grant to recruit underrepresented groups into the program. The PhD program has a Department of Education's Graduates in Areas of Academic National Need which supports seven fellows from underrepresented areas of nursing. The Workforce Diversity grant is a training grant for individuals from educationally and environmentally disadvantaged backgrounds, including racial and ethnic minorities underrepresented in nursing and prepare them to provide quality health care to diverse populations. This grant will increase the number of nurses who are more apt to be receptive to sensitive issues that impact those like themselves and thus are more apt to provide competent quality culture-specific health care to diverse populations than the nursing profession aggregate. The Scholarships for Disadvantaged Students provides awards to full-time undergraduate nursing students who have financial need. These training grants are a great opportunity to increase student diversity. The Enhancing the Doctor of Nursing Practice Program to Improve Healthcare for Underserved Populations of Maryland purpose is to improve access to quality health care by providing a diverse and culturally competent workforce of Doctor of Nursing Practice (DNP) graduates through the enhancement of a DNP program at the UMSO. This funding allows us to increase the number of well prepared, ethnically diverse and culturally sensitive DNP graduates for faculty, clinical practice, and leadership positions. These DNP graduates will increase access to quality care for minorities and the underserved will help to reduce disparities in health care.

PHARMACY

Pharmacy accreditation standards have increased the school focus on cultural diversity and appreciation:

Standard No. 9: The Goal of the Curriculum, Guideline 9.1 states that the college or school must ensure that the curriculum addresses patient safety, cultural appreciation, health literacy, health care disparities, and competencies needed to work as a member of or on an interprofessional team.

Also new to the ACPE accreditation standards in 2011 is "Appendix D, Pre-Advanced Pharmacy Practice Experiences Performance Domains and Abilities." Evidence of student achievement of abilities and competencies within these core domains reflect student readiness to enter Advanced Pharmacy Practice Experiences (APPE's) in the final year of the PharmD curriculum. Each domain has one or more suggested ability statement(s) (knowledge, skill, attitudes/values/or behavior) that must be achieved and documented prior to entering Advanced Pharmacy Practice Experiences (APPE's).

Core Domain 2. Basic Patient Assessment:

Ability Statement: Collect record and assess subjective and objective patient data to define health and medication-related problems. Patient information must be collected in a manner demonstrating knowledge of patient educational level, the unique cultural and socioeconomic situations of patients, and comply with requirements for patient privacy.

EXAMPLE Performance competencies:

- to collect patient histories in an organized fashion, appropriate to the situation and inclusive of cultural, social, educational, economic, and other patient specific factors affecting self-care behaviors, medication use and adherence;

- to obtain, record, and interpret a history from a patient to minimally include drug allergies and reactions, drugs (prescription, OTC, and herbal) being taken, doses being used, cultural, social, educational, economic, and other patient-specific factors affecting self-care; and
- to obtain and interpret patient information, inclusive of cultural, social, educational, economic, and other patient-specific factors affecting self-care behaviors, medication use and adherence to determine the presence of a disease, medical condition, or drug-related problem(s). , including a basic medication history from a patient to include drug allergies, a description of allergic reactions, drugs being taken, doses being used, over the counter medications being taken, and herbal/natural products being used;

Core Domain 6. Ethical, Professional, and Legal Behavior:

Ability Statement: In all health-care activities, demonstrate knowledge of and sensitivity towards the unique characteristics of each patient. Comply with all federal, state, and local laws related to pharmacy practice. Demonstrate ethical and professional behavior in all practice activities.

EXAMPLE Performance competencies:

- Maintain professional and ethical behavior in all practice environments, demonstrating ethical practice, empathy, cultural sensitivity, and professional communications in compliance with all laws, regulations, and professional standards.

Core Domain 7. General Communication Abilities:

Ability Statement: Demonstrate effective communication abilities in interactions with patients, their families and care givers, and other health care providers. Communication should be consistent with education level, cultural issues, and be empathetic. Elicit feedback validating understanding of communication.

Also, in response to the accreditation standards as well as to the UMB campus's new strategic plan goals, the School of Pharmacy has increased its focus on cultural appreciation:

A high school student from a STEM magnet school is currently working in a lab on a Pharmaceuticals research project for a senior internship, titled the creation of a database containing spectral and physical properties.

A faculty member has received a grant from PCORI to investigate methods for eliciting perspectives from hard to reach patients with a focus on minority patients and patients with impairments such as hearing loss. Data from this research can be incorporated into the curriculum in the future.

Spring 2011 SOP Surveys, data on diversity

- 95% of faculty (n=59), and 90% of all staff (n=106), agree that *the student body and the faculty and staff are culturally diverse*.
- 96% of P1-P3 students (n=429) and 96% of graduating students (n=119) agree that “The School of Pharmacy faculty and staff are very culturally diverse.”
- 89% of P1-P3 students and 90% of graduating students agreed that “The School of Pharmacy student body is very culturally diverse.”
- 91% of P1-P3 students and 90% of graduating students agreed that “My home campus is very culturally diverse.”
- 100% of graduating students (n=119) agreed that “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.).” This compares to 97% agreement at peer institutions (University of Arizona, University of Florida, University of Illinois at Chicago, Purdue University, University of Kentucky, University of Michigan, University of Minnesota, University of North Carolina at Chapel Hill, The Ohio State University, University of Texas at Austin; n=1,080).

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 offered nine courses that touch on areas pertinent to cultural diversity.

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.

SWCL 789 Independent Research Project- Reducing Global Social and Behavioral Health Disparities for Africans Living at Home or in the Diaspora is an advanced research course that reviews the literature on health equity/parity and practices that focuses on Africans with HIV/AIDS living in Nigeria, other African countries, and in the Diaspora.

SWOA 750/SWCL 750 – Social Work in Education is an advanced practice course that examines practice issues (including working with diversity) in pre-school through high school settings.

The six special topics courses **SOWK 699** offered in 2011-12 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;

- Social Justice and Social Work Practice – applies concepts and theories to practice from micro to macro levels; and
- Social Work with Immigrant and Refugee Populations – covers theory and practice with diverse groups.

In addition the Office of Student Affairs is committed toward promoting cultural diversity by assisting in the development and coordination of 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) help 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
Alliance for Workforce Development and Empowerment (AWDE)	"Seminar on Workforce Violence"
Christian Social Work Fellowship (CSWF)	"Christianity and Social Work Practice"
Coalition for Military Awareness (CMA)	"Veterans and Homelessness Panel Discussion"
International Social Work Organization (ISWO)	"International Social Work Career Panel Discussion"
Latin American Solidarity Organization (LASO)	"The Prep School Negro Documentary"
Lesbian Gay Bi-sexual Transgender Queer Allies Union (LGBTQAU)	"Rally to Support Occupy Baltimore"
Organization of African-American Students in Social Work (OASIS)	"Unity Day-An Event of Artistic Expression"
Student Coalition for Peace and Equality (SCOPE)	"Discussion on The Maryland Dream Act"
TIKKUN [Jewish Awareness Network]	"Hanukkah Party Event"

APPENDIX A

Institutional Demographic Data 2011

COMPARISON DATA

<i>Student Enrollment - 2008/2009</i>	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

<i>Student Enrollment - 2009/2010</i>	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

<i>Student Enrollment - 2010/2011</i>	Number	Percent	Male	Female
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African American/Black	943	15%	192	751
American Indian / Alaska Native	15	0%	4	11
Asian	880	14%	289	591
Hispanic/Latino	272	4%	84	188
White	3,728	59%	1,103	2,625
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%	55	99
Total	6,349	100%	1,849	4,500

<i>Student Enrollment - 2011/2012</i>	Number	Percent	Male	Female
African American/Black	905	14%	203	702
American Indian / Alaska Native	13	0%	5	8
Asian	899	14%	285	614
Hispanic/Latino	305	5%	87	218
White	3,731	58%	1,137	2,594
Other Pacific Islander	3	0%	2	1
Two or More Races	162	3%	38	124
Non-Resident Alien	225	4%	85	140
Not Reported	152	2%	46	106
Total	6,395	100%	1,888	4,507

Source: UMB Office of Institutional Research and Accountability

<i>Faculty - 2008/2009</i>	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

<i>Faculty - 2009/2010</i>	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

<i>Faculty - 2010/2011</i>	Number	Percent	Male	Female
African American/Black	219	9%	83	136
American Indian / Alaska Native	7	0%	3	4
Asian	385	15%	232	153
Hispanic/Latino	69	3%	31	38
White	1,797	71%	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	100%	1,300	1,215

<i>Faculty - 2011/2012</i>	Number	Percent	Male	Female
African American/Black	229	9%	81	148

American Indian / Alaska Native	6	0%	2	4
Asian	415	16%	235	180
Hispanic/Latino	60	2%	27	33
White	1,874	71%	948	926
Other Pacific Islander	6	0%	3	3
Two or More Races	5	0%	1	4
Not Reported	30	1%	18	12
Total	2,625	100%	1,315	1,310

Source: UMB Office of Institutional Research and Accountability

<i>Staff - 2008/2009</i>	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

<i>Staff - 2009/2010</i>	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
Hispanic	76	2%	27	49
White	2,255	55%	728	1,527
Not Reported		1%		

	52		22	30
Total	4,113	100%	1,299	2,814

<i>Staff - 2010/2011</i>	Number	Percent	Male	Female
African American/Black	1,392	33%	404	988
American Indian / Alaska Native	8	0%	3	5
Asian	374	9%	135	239
Hispanic/Latino	93	2%	33	60
White	2,268	54%	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	100%	1,360	2,842

<i>Staff - 2011/2012</i>	Number	Percent	Male	Female
African American/Black	1,347	33%	395	952
American Indian / Alaska Native	7	0%	3	4
Asian	397	10%	153	244
Hispanic/Latino	83	2%	31	52
White	2,246	54%	752	1,494
Other Pacific Islander	5	0%	-	5
Two or More Races	13	0%	2	11
Not Reported	33	1%	15	18
Total	4,131	100%	1,351	2,780

Note: Staff excludes Faculty, Fellowships and Graduate Assistants

Source: UMB Office of Institutional Research and Accountability

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Data Sources for Report

Student Data

Fall Enrollment Report - Table 7

UMB Office of Institutional Research and Accountability

Faculty Data

Fall Faculty & Employee Report - Faculty Table 7

UMB Office of Institutional Research and Accountability

Staff Data

Fall Faculty & Employee Report - Employee Table 10

UMB Office of Institutional Research and Accountability

Note: Excludes Faculty, Fellowships and Graduate Assistants

Appendix B

Heritage/History Month Programs

Hispanic Heritage Month

- ▶ Salsa Lessons
- ▶ Lunchtime Music
- ▶ Hands of Harvest Documentary
- ▶ Mayan Predictions for 2012
- ▶ Exploring the Art of the Ancient Americas
- ▶ Spotlight Artist: Jose Galvez

LGBT History Month

- ▶ Coming Out Day
- ▶ Safe Space Training
- ▶ GenSilent Screening
- ▶ Suicide Prevention Training
- ▶ Who's Family?
- ▶ Suicide Prevention Training

American Indian Heritage Month

- ▶ Lunchtime Music
- ▶ A Thousand Roads
- ▶ Dance Demonstration
- ▶ Spotlight Artist: Ashley Minner
- ▶ Contemporary Concerns of Natives
- ▶ American Indian Health Disparities

Black History Month

- ▶ The Prep School Negro documentary screening
- ▶ Spotlight Artist: Alicia Ashley Weathers
- ▶ Afro-Caribbean Dance Fitness
- ▶ Civil Rights - A Women For Change in the 1950s featuring Dr. Helena Hicks
- ▶ Book Discussion: Is Marriage for White People w/ author Ralph Richard Banks
- ▶ Natural Hair Demonstration

Appendix C

Human Resource Services Office Programs

Youth Works Summer Jobs Program

- Collaboration between the Mayor's Office of Employment Development, the Baltimore City Schools and local employers like UM
- UM's 21st year of participation in 2011
- Six week, full-time employment on campus
- A unique mentoring component which pairs students with staff/faculty and UM students on campus
- Guided mentoring activities to provide educational and career direction
- Enhancing program by increasing student employment through an increase in campus departmental and school participation

2011 Program Participant Demographics

Student Employees = 13

Race/Ethnic

Black/African American (13)

Gender

(8) female (5) male

Supervisors = 12*

Race/Ethnic

Caucasian (3)

Black/African American (9)

(*female supervised 2 students)

Gender

(12) female

Mentors = 10

Race/Ethnic

Caucasian (2)

Black/African American (8)

Gender

(9) female (1) male

The UM Mentoring Program

- Created to help new employees become oriented to the University and its goals, vision, and culture; helping them assess their professional aspirations within our organization
- 11 new hires were paired with an equal amount of seasoned employees for six months in 2011
- For more information <http://www.hr.umaryland.edu/diversity/mentoring.htm> and the February, 2012 article in the VOICE <http://umvoice.com/2012/02/mentoring-program-provides-information-support-for-new-employees/>
- Goal - enhancing the program by increasing participation each year

2011 Program Participant Demographics

Protégés (New Hires) = 11

Race/Ethnic

Gender

Caucasian	3	(8) female	(3) male
Black/African American	6		
Asian	2		

Mentors = 11

Race/Ethnic

Gender

Caucasian	9	(5) females	(6) males
Black/African American	2		

Project Search 2011

- A partnership between UM, The Arc Baltimore, the Baltimore City Public School System, and the Division of Rehabilitation Services (DORS).
- A model in workforce and career development for adults and students with disabilities
- Creating internships for high school students to learn real-life work skills within the campus
- It improves the students probability of being employable and enhances the campus awareness of the potential of people with disabilities
- UM has been selected by Maryland Works as the “2008 State Employer of the Year” for employing people with disabilities
- Our goal is to increase the number of internships of students served each year which could result in the hire of some of the students, as well as broaden the scope throughout University System of Maryland and the surrounding community

Project SEARCH Staff (6 total):

4 Female, 2 Male

3 African-American, 3 Caucasian

Adults with Disabilities employed by UM who are supported by the Project SEARCH Adult

Employment Program (18 total):

4 Female, 14 Male

15 African-American, 2 Asian, 1 Caucasian

Students with Disabilities who are participating in the Project SEARCH High School Transition Program

2011-2012 School Year (10 total):

4 Female, 6 Male

10 African-American

Appendix D

School of Law List of Affinity Groups and other Sponsoring Organizations

Black Law Students Association Mid-Atlantic Job Fair
Boston Lawyers Group Minority Job Fair
Cook County Job Fair (Chicago, IL)
Delaware Minority Job Fair
Diversity Career Fair for Attorneys and Law Students of Color in Dallas, Texas
Dupont Minority Job Fairs
Heartland Diversity Legal Job Fair (Kansas City, MO)
Hispanic National Bar Association Convention & Job Fair
IMPACT Legal Recruitment Program: for Law Students & Lawyers with Disabilities
Lavender Law Job Fair
National Black Prosecutors Convention & Job Fair
Puerto Rican Legal & Educational Fund Corporation Legal Intern Program
Greater Washington Area Chapter, Women Lawyers Division, National Bar Association Legal Intern Placement Program
Rocky Mountain Diversity Legal Career Fair
Vault Legal Diversity Job Fair
Washington Metropolitan Area Corporate Counsel Association (WMACCA) Corporate Scholars Program

**UNIVERSITY OF MARYLAND,
BALTIMORE COUNTY**

**UMBC
PROGRESS REPORT
ON
INSTITUTIONAL PROGRAMS OF CULTURAL
DIVERSITY**



FEBRUARY 24, 2012

This report has been prepared as UMBC's annual update on its institutional programs of cultural diversity as required by Senate Bill 438 and House Bill 905 passed into law by the Maryland General Assembly effective July 1, 2008. Given the page limitation for the report, only a summary of the many ongoing activities can be included in this progress report for 2011.

I. Introduction

Throughout 2011, UMBC has taken steps to continue deepening its commitment to diversity as one of its core principles guiding 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 safety, inclusion, and respect**
- D. To encourage and support individual development and advancement**

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

- 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

II. Work of the Diversity Council

UMBC's Diversity Council was established during the academic year 2009-2010. The Council's membership was expanded again this year to a new total of 19 members in order to further broaden its representation. The Council met twice during 2011 (February 10 and November 16) and focused its discussions on:

- Inclusion and physical and psychological safety for all members of UMBC's academic community. For example, the need for LGBTQ students and Muslim students to feel safe and understood in talking with their instructors and other students about issues of parental support vis-à-vis their academic and personal goals

- The need to develop a resource guide for faculty and staff to refer students in need of support

The Diversity Council reports its recommendations to the President's Council annually.

III. Recruitment and Support of a Diverse Undergraduate Student Body

A. *Programs that support student diversity and success*

1. Funding from the National Institutes of Health/National Institute of General Medical Sciences (NIH/NIGMS) for 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 junior and senior underrepresented minorities (URM) 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. Since the program's beginning in 1997, a total of 289 students have been selected as MARC Trainees, 97.5% of whom have graduated with STEM Bachelor's degrees. Trainees typically enroll in a Ph.D. program upon graduation with a B.S. in a biomedical discipline. 94% of MARC Trainees have entered post-graduate education. More specifically, 68% of MARC alumni entered either a Ph.D. or a combined M.D./Ph.D. program. To date 43 program alumni have earned a Ph.D. in a field of biomedical science; this includes 12 who have earned an M.D./Ph.D.
2. The Center for Women in Technology (CWIT) in the College of Engineering and Information Technology (COEIT) supports UMBC's commitment to diversity by identifying those areas in engineering and technology where women are significantly underrepresented and offering support. CWIT supports the University in its efforts to attract private and public funding.

In the Fall 2011, CWIT served 44 current Scholars and the total number of CWIT Scholars since 2002 reached 107. Ninety percent of all CWIT Scholars entering UMBC between 2002 and 2011 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 2011 semester was 3.5. In addition, CWIT currently provides academic, personal, and professional development support to 6 SITE Scholars (NSF funded; ended in October 2011) and 59 Affiliates (56 women and 3 men). CWIT Affiliates are invited to participate in an annual retreat at the start of the semester and are included in CWIT Scholar community-building events, academic and career programming, and service learning activities. This year's Affiliates program was expanded to include a pilot peer mentoring program targeting new women (and interested men) entering engineering and IT majors at UMBC.

In May of 2011, the 2010 Affiliates were invited to complete the CWIT End of Year Survey about their experiences. Twelve of 33 of last year's Affiliates completed the online survey. All of the respondents said that they met students in their major as a result of participation; 70% said the Affiliates program helped to ease their transition to UMBC; and 80% reported that it helped them make friends. All respondents rated their overall experience as good or excellent.

3. During the AY 2010-11, a total of 7 staff and 265 students from the Meyerhoff Scholars Program (with more than 58% being underrepresented minorities) participated in a variety of academic and social

events. The Program has worked diligently to increase the number of Hispanic applications, admits, and enrolled students in recent years. Currently, of the 10 Hispanic students in the program for AY 2011-12, five are first year students. The program is collaborating with the Hispanic College Fund to attract a broader range of applicants.

4. During the 2011 academic year, the Mosaic Culture and Diversity Center reached 1,300 undergraduate/graduate students, staff, and faculty through 60 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 students, transfers and returning students by request, and co-sponsored events with on and off-campus partners. Additionally, Residential Life offered 260 Multicultural Exploration programs in the residential communities and the Career Services Office offered targeted support through diversity recruitment events on and off campus.
5. University Health Services (UHS) again targeted health education outreach to specific populations. Breast cancer awareness (50 attendees), sexual assault awareness (300 attendees), domestic violence awareness (100 attendees), and women's seminars in health education (5 attendees) were programs targeted to women. Sex in the dark (125 attendees) and World AIDS Day (130 attendees) included specific information for targeted populations including LGBTQ and international students.

B. *Closing the achievement gap*

Table 1 includes the six-year graduation rate of UMBC freshmen by race by entry year between 1998 and 2005. This rate varied between 58.0% 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 from 2003 to 2005, merits concern and will be a focus in the coming year. UMBC will analyze the graduation rate data for this student population in more detail to better understand the potential factors impacting these graduation rates and devise 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 1998 and 2005. African American transfer students at UMBC have a six-year graduation rate that is in general 10 percentage points lower than White transfer students. There is particular concern for African American male transfer students. For the 2005 cohort, this gap widened to approximately 20 percentage points. A number of actions have been implemented to close this achievement gap as detailed in Section III. C. of this report. A review of progress-toward-degree of students who started at UMBC in 2006 and beyond suggests an improving trend in upcoming years.

TABLE 1. Six-Year Graduation Rate of UMBC First-Time Full-Time Freshmen by Race by Entry Year																
	1998		1999		2000		2001		2002		2003		2004		2005	
	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	54.7%	263	56.7%	242	53.7%	266	53.0%	297	47.8%	336	51.8%	301	47.5%	354	48.6%
African American	179	59.8%	185	60.0%	166	58.4%	149	62.4%	119	58.0%	156	66.0%	131	59.5%	143	60.8%
International	43	48.8%	38	60.5%	45	46.7%	36	63.9%	36	63.9%	35	71.4%	42	52.4%	31	64.5%
White	744	54.0%	851	56.1%	793	56.1%	826	59.6%	856	62.4%	881	61.1%	863	59.7%	818	56.6%
Hispanic	31	41.9%	29	51.7%	31	54.8%	27	63.0%	27	74.1%	47	57.4%	38	60.5%	42	61.9%
American Indian	8	37.5%	5	60.0%	4	100.0%	4	75.0%	7	42.9%	5	60.0%	5	100.0%	6	50.0%
Unknown	14	50.0%	21	57.1%	23	47.8%	21	61.9%	14	28.6%	27	59.3%	22	54.5%	20	60.0%

TABLE 2. Six-Year Graduation Rate of UMBC Full-Time Transfer Students by Race by Entry Year																
	1998		1999		2000		2001		2002		2003		2004		2005	
	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	123	63.4%	126	70.6%	144	68.8%	158	63.9%	117	59.0%	125	70.4%	119	63.9%	117	68.4%
African American	144	43.1%	152	44.1%	163	50.9%	168	54.2%	176	48.3%	157	47.8%	167	55.1%	163	43.6%
International	56	71.4%	52	63.5%	65	75.4%	66	62.1%	73	64.4%	57	64.9%	56	67.9%	45	57.8%
White	455	60.2%	422	60.0%	452	56.9%	419	63.2%	429	60.6%	423	63.4%	490	61.8%	399	64.9%
Hispanic	15	33.3%	27	55.6%	26	42.3%	24	41.7%	37	54.1%	31	74.2%	35	71.4%	35	77.1%
American Indian	7	57.1%	5	80.0%	5	80.0%	4	75.0%	3	33.3%	3	33.3%	4	75.0%	2	50.0%
Unknown	21	38.1%	17	70.6%	16	75.0%	16	37.5%	13	61.5%	16	31.3%	16	62.5%	17	47.1%

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

1. Modified Introduction to an Honors University (IHU) seminar for transfer students (TRS 201)

TRS 201 seminars are one- or two-credit courses linked to a required course in the major that is typically taken by new transfer students. In each TRS, 60 percent of the course is academic content the department deems advantageous for new students entering upper-level courses. The remaining 40 percent of the course focuses on information that assists with the transition to the university as it also addresses topics of particular interest to transfer students such as academic advising, career counseling and connections to faculty in the discipline. TRS 201 reinforces the lecture content while working with students to enhance their study skills, including a major focus on ensuring students have the writing, communication, and research skills necessary to be successful in their discipline. The course also supports students in the areas of exam preparation, time management, and other key skills through the lens of the needs of transfer students. TRS courses launched in Fall 2011 with Computer Science (10 students),

Information Systems (14 students), and Modern Languages, Linguistics, and Intercultural Communication (eight students) offering seminars.

2. Expanded 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 and students recommended by faculty members.

- SI was expanded (Fall 2011) to all three sections of MATH 150, all four sections of CMSC 202, and selected sections of BIOL 141
- SI was piloted (Fall 2011) in PSYCH 332
- Of the 490 students who participated in eight sections of SI over three semesters (spring 2010 through spring 2011) 20% (98) were transfer students. Of these:
 - 54% were male transfer students (53) and 46% were female transfer students (45).
 - 60% of the transfer students (59) earned an A, B, or C in the course.
 - 60% of the male transfer students (32) earned an A, B, or C.

3. Extended First-Year Intervention (FYI) to include transfer students

FYI focuses on freshmen, including transfer students with fewer than 30 credits. The program asks faculty members to report on any of these students who, at mid-semester, are in danger of earning less than an A, B, or C in the course. The FYI program notifies identified students of their situation via a *myUMBC* alert linked to online information about campus support available to the students.

- More than 800 course sections are included in the program each semester
- Transfer students were added to the long-standing FYI program in Fall 2010
- In spring 2011 a total of 334 alerts were sent to 138 transfer students (out of 211 transfer students identified with fewer than 30 credits.)

4. CWIT served 21 new transfer students as part of its Affiliates Program in the Fall 2011. The Affiliates Peer Mentoring Program matched 31 new engineering and IT students with upper class students in their major, including 13 transfer students.
5. In Spring 2011 and Fall 2011 semesters, 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's African American male transfer student focus group has evolved into an independent student organization, Men Achieving Leadership, Excellence & Success (M.A.L.E.S.). The Transfer Student Network continues to support, and co-sponsor events with, M.A.L.E.S. A series of social events over the last two semesters has been attended by seventy-six (76) male students. They participated in informal and formal acquaintanceship activities, and were also introduced to faculty, staff and students in critical campus support services.

6. Transfer Student Network (TSN) increased interactions with transfer students through the creation of a new workshop series. Thirty-three (33) transfer students participated in workshops

in Spring 2011 focused on workforce development skills including resume writing and practice interviews. In Fall 2011 workshops focused on acquaintanceship and on-campus resources to assist transfer students with transition were attended by 15 students.

7. Strengthened Transfer Student Alliance (TSA)

The Transfer Student Alliance (TSA) identifies early on students at the Community College of Baltimore County (CCBC), Montgomery College (MC) and Prince Georges Community College (PGCC) 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.

- Increased the number of TSA participants from five in Fall 2008 to 134 in Fall 2011
- Maintained ongoing communications from the UMBC Coordinator for Transfer Admissions and Partnerships to TSA students enrolled at CCBC, MC and PGCC to encourage their participation in campus events
- Conducted an on-campus reception in Spring 2011 for 29 community college students to welcome TSA participants from CCBC and MC and connect them with the UMBC community and TSA alumni
- Finalized a TSA agreement with Prince George's Community College (PGCC) in Spring 2011

8. Residential Life expanded residence hall availability for transfer students. Scarce campus housing resources have previously been allocated to first-year, first-time students. The number of transfer students placed in on-campus housing for fall has increased significantly from 165 in 2010 to 206 in 2011. Living-Learning Community (LLC) placements in Fall 2011 included 26 transfers. This is an increase of six from last year. 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 in AY 2011-12*

UMBC hired 28 new full-time faculty for appointments in AY 2011-12. Overall, 18% (N=5 of 28) of all new instructional faculty and 17% (N=4 of 23) of the new TT/T faculty were members of underrepresented minority groups. In addition, building on the success of the UMBC ADVANCE Program, an additional female was hired in STEM which brings the total of STEM female faculty to 23% (N=43 of 183). However, during this same time period, UMBC lost two female STEM faculty (1 due to an outside offer from another university and 1 due to an unsuccessful tenure review). In order to develop effective institutional practices for the recruitment, retention and advancement of a diverse faculty at UMBC, the President and Provost, in tandem with the newly hired Program Coordinator for Faculty Diversity Initiatives, have worked closely with the ADVANCE Executive Committee and the Executive Committee on the Recruitment, Retention and Advancement of Underrepresented Minority Faculty (URM) to develop and implement the following interventions and initiatives.

B. *Recruitment*

The Office of the Provost has moved forward with a highly-visible campus-wide initiative designed to sustain the success of the ADVANCE program, achieve similar success in the recruitment, retention and advancement of URM faculty, and extend effective practices derived from the evaluation of these efforts to enhance the success of all faculty at UMBC. Key components of this initiative include:

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 AY2010-2011, with an additional position authorized for AY2011-2012.
2. *UMBC Postdoctoral Fellows Program for Faculty Diversity*- 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. On July 1, 2011, UMBC appointed two inaugural Postdoctoral Fellows. Each fellow is provided with individual teaching and research mentors and specialized professional development opportunities across the campus. During the two-year term of appointment, each fellow will teach one course a year in the host department. The Office of the Provost is assessing the program throughout the pilot period.
3. *Outreach Activities* -working with a \$15,000 budget in the Office of the Provost, these activities focus on the identification of potential candidates for on-going searches, and enhancing the national visibility of UMBC's commitment to faculty diversity in targeted venues and publications. In the Summer of 2011, UMBC initiated a faculty diversity marketing campaign, "We're Changing Minds, Come Join Us," with ads placed in targeted publications highlighting the accomplishments of a number of our exceptional faculty of color. This theme also is used in outreach activities at national and regional venues and conferences for minority scholars. A large recruitment team of UMBC faculty and staff, including representatives from departments with active searches, attended the Southern Regional Education Board (SREB) *Compact for Faculty Diversity's Institute on Teaching and Mentoring* again in October 2011. In addition, UMBC recently unveiled the redesigned ADVANCE website (<http://www.umbc.edu/advance/>).

C. *Retention and Advancement*

1. *Executive Committee on Recruitment, Retention and Advancement of Underrepresented Minority Faculty* –The Executive Committee provides 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 guides the development and implementation of initiatives to enhance faculty diversity at UMBC. The Executive Committee on Recruitment and Retention of URM Faculty also has three active subcommittees that are currently exploring the following initiatives: enhancement of the post doctoral fellows program, including stipends, recruiting timelines, reports, and processes for UMBC hiring interested postdoctoral fellows as UMBC faculty; featuring current postdoctoral fellows in the UMBC Magazine and circulating it to recruit URM faculty; possible pursuit of external funding to support these efforts.
2. *ADVANCE Executive Committee* – The ADVANCE Executive Committee provides advice and counsel to the Provost on programmatic initiatives designed to advance the success of women faculty in STEM at UMBC.

D. *Areas of Opportunity and Resources for Enhancement*

Based on data compiled by the Program Coordinator, UMBC has identified areas for opportunity to enhance the retention and advancement of URM faculty across the campus and female faculty in STEM.

1. *Recruitment*-Out of a total of 395 tenure/tenure track faculty, there are currently 26 (6.6%) Black/African American faculty and 12 (3%) Latino/Hispanic Faculty. In STEM fields, UMBC currently has 43 (23%) female faculty. While inroads have been made in recruiting faculty of color and women in STEM, more work remains to be done. The Program Coordinator is currently investigating best practices for diversity hiring initiatives at universities across the country in an effort to redesign or augment the current incentive hiring program. UMBC continues to place high priority on recruitment of URM faculty – particularly African American and Latino/Hispanic – across all disciplines.

2. *Retention and Advancement*-A disaggregation of faculty data by race and gender reveals a disproportionate number of faculty at the Associate and Assistant Professor levels among faculty of color and female faculty in all colleges. Out of 26 Black/African American faculty, eight (31%) are at the Assistant rank, 13 (50%) are at the Associate Professor rank, and the remaining five (19%) faculty are Full Professors. In terms of the 12 Latino/Hispanic faculty, six (50%) are at the Assistant Professor rank, five (42%) at the Associate Professor and only one (8%) is a Full Professor. The numbers for women faculty in general are 153 (39%) faculty, out of which 56 (37%) are at the Assistant Professor rank, 69 (45%) are at the Associate Professor rank and 28 (18%) are Full Professors. The Provost has established a college-based mentoring initiative to support the advancement of Assistant and Associate Professors with particular emphasis on women and URM faculty. To that end, the College of Natural and Mathematical Sciences has developed a pilot mentoring program that will consist of a week-long retreat in January 2012 for Associate Professors. The College of Arts, Humanities and Social Sciences has ongoing efforts to support associate professors in moving toward promotion.

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 Sciences. 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 five students in 1996 to 67 students at present and has recently expanded to include the Graduate Programs in Life Sciences (GPILS) at the University of Maryland, Baltimore. An additional 44 Meyerhoff Fellows have received Ph.D. degrees. By comparison, only seven URMs earned Science, Engineering and Mathematics Ph.D.s in participating Ph.D. programs in the 18 years preceding the Meyerhoff Graduate Program.
 1. 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 STEM. Formed in 2002 and led by UMBC, PROMISE is a multi-institution consortium that includes 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 (e.g., <http://www.umbc.edu/promise>) 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:
 - Initiatives designed to build community among graduate students of color include the *PROMISE Family and Friends Cookout and Recognition of Graduates* (150 participants, including seven faculty & staff in May 2011; underrepresented PhD alumni and postdoctoral associates were also in attendance); and *Faculty/Staff/Student Connections Opening Meetings*. The Fall 2011 PROMISE Opening meeting for UMBC hosted nearly 100 underrepresented graduate students and six minority faculty members. 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. The 2011 event included more than 30 underrepresented PhD alumni and faculty. Minority postdoctoral fellows from UMBC and UMB participated in the program as moderators and small group leaders.
(<http://promisesuccessseminars.wordpress.com/promise-summer-success-institute-ssi/>)

UMBC's overall graduate student population has grown rapidly over the past few years and has increased from approximately 1,400 students in 1999 to 2,626 students in 2011. Underrepresented STEM (including the social and behavioral sciences) enrollment has grown from 323 in Fall 2001 to 462 in Fall 2011. Between 2003 and 2011, UMBC produced 77 URM Ph.D.s in STEM areas.

Figure 1 shows the increase in URM graduate student enrollment in STEM (not including the social or behavioral sciences) Master's and Ph.D. programs at UMBC since the introduction of our NSF-funded programs to broaden participation. The data that comprise "all" enrollment include degree-seeking, certificate-seeking, and non-degree-seeking. The impact on enrollment is clear and dramatic, with enrollment more than tripling over the decade. The production of URM STEM (not including the social or behavioral sciences) Ph.D. students is even more impressive, as shown in Figure 2 that compares the eleven years before and the nine years following introduction of our broadening participation programs.

Figure 1

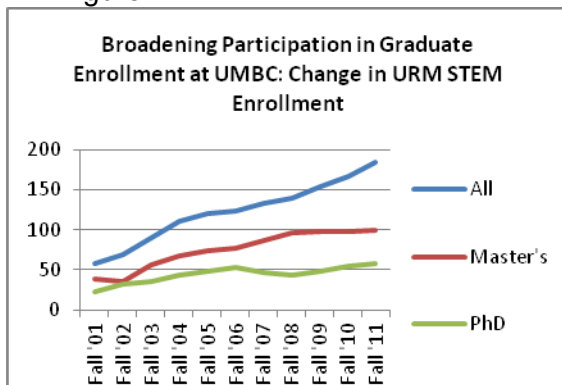
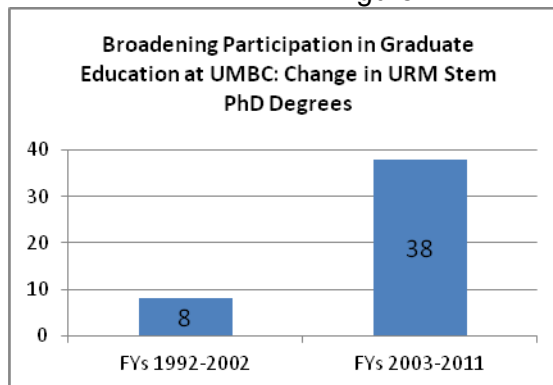


Figure 2



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

Listed below are the hate crimes and bias-motivated incidents for 2010:

One (1) – Written Intimidation – Sexual – Anti-Homosexual (Gay & Lesbian)

VII. Resources Used and Needed

- A. A coordinator has been hired in the Office of Undergraduate Education (OUE) who works with departments to expand TRS offerings to serve the growing number of transfer students, while also meeting the needs of diverse populations.
- B. UMBC received a planning grant in July 2011 from the Bill and Melinda Gates Foundation to develop a proposal for collaboration between UMBC and four partner community colleges, the purpose of which is to develop models of practice to serve transfer students in the areas of academic advising, curricular alignment, transfer academic experiences, and orientation. The planning grant report is due in May 2012.
- C. In August 2011 CWIT (PI, Dr. Penny Rheingans, and co-PIs Drs. Taryn Bayles, Marie desJardins, Carolyn Seaman, and Anne Spence) submitted a proposal to NSF's S-STEM program to create a scholarship for transfer students. If funded, three cohorts of 10 transfer students from Maryland community colleges majoring in engineering and computing would be awarded scholarships of up to \$6,700 annually and would be supported as part of the CWIT Scholar community.
- D. A Program Coordinator for Faculty Diversity Initiatives has been hired.
- E. Resources are needed to continue the *UMBC Postdoctoral Fellows Program for Faculty Diversity* that is presently being conducted as a pilot project. In addition, in order for UMBC to make desired progress in enhancing the diversity of the faculty, resources will be needed to hire post-doctoral fellows who become interested in joining UMBC as faculty.

VIII. Demographic Data

Table 3 shows the demographic data for students by undergraduate/ graduate status for Fall 2008 through Fall 2011. At the undergraduate level, no significant changes in pattern have occurred between Fall 2010 and Fall 2011 with any fluctuations falling within two percentage points. At the graduate level, there was a 57 percent decrease in the number of students that did not self identify their race/ethnicity, due in large part to efforts by the graduate school to more efficiently collect this information. The percent of graduate students reporting as white increased by almost six percentage points.

Tables 4 and 5 present the demographic data for faculty and staff. While the distribution of race/ethnicity among both staff and tenured/ tenure track faculty exhibited no significant changes, the diversity of non-tenure track faculty was changed in large part by the loss of the Goddard Earth Science and Technology (GEST) Center on campus. Non-tenure track faculty decreased by 86, or 13.2 percent between Fall 2010 and Fall 2011, with international and Asian faculty declining by over 30 percent each. White non-tenure track faculty percent of the group increased by 4.5 percentage points.

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TABLE 3: STUDENTS

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
UNDER-GRADUATE	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	1,607	16.7%	729	878	1,646	16.5%	741	905	1,671	16.4%	758	913	1,703	16.1%	760	943
American Indian or Alaska Native	44	0.5%	25	19	52	0.5%	30	22	40	0.4%	21	19	31	0.3%	20	11
Asian	2,085	21.7%	1,106	979	2,034	20.4%	1,077	957	2,126	20.8%	1,171	955	2,207	20.9%	1,201	1,006
Hispanic/Latino	383	4.0%	201	182	388	3.9%	214	174	457	4.5%	230	227	502	4.7%	241	261
White	4,985	51.9%	2,911	2,074	5,150	51.8%	2,962	2,188	5,131	50.3%	3,005	2,126	5,148	48.7%	3,052	2,096
Native Hawaiian or other Pacific Islander*	-	0.0%			77	0.8%	24	53	47	0.5%	13	34	38	0.4%	12	26
Two or more races	-	0.0%			-	0.0%			164	1.6%	78	86	290	2.7%	134	156
Did Not Self Identify	157	1.6%	83	74	203	2.0%	105	98	167	1.6%	87	80	197	1.9%	102	95
International	351	3.7%	191	160	397	4.0%	230	167	407	4.0%	230	177	457	4.3%	256	201
TOTAL	9,612	100.0 %	5,246	4,366	9,947	100.0 %	5,383	4,564	10,210	100.0 %	5,593	4,617	10,573	100.0 %	5,778	4,795

GRADUATE	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	302	11.4%	107	195	356	12.2%	144	212	275	10.3%	104	171	309	11.8%	129	180
American Indian or Alaska Native	9	0.3%	5	4	9	0.3%	6	3	3	0.1%	1	2	6	0.2%	3	3
Asian	170	6.4%	76	94	200	6.8%	106	94	156	5.8%	75	81	181	6.9%	104	77
Hispanic/Latino	69	2.6%	27	42	75	2.6%	32	43	83	3.1%	37	46	77	2.9%	39	38
White	1,400	52.7%	617	783	1,535	52.5%	679	856	1,274	47.6%	585	689	1,399	53.3%	667	732
Native Hawaiian or other Pacific Islander*	-	0.0%			9	0.3%	1	8	8	0.3%	1	7	8	0.3%	3	5
Two or more races	-	0.0%			-	0.0%			18	0.7%	8	10	38	1.4%	22	16
Did Not Self Identify	278	10.5%	126	152	232	7.9%	107	125	398	14.9%	213	185	171	6.5%	101	70
International	428	16.1%	232	196	507	17.3%	275	232	463	17.3%	241	222	437	16.6%	242	195
TOTAL	2,656	100.0%	1,190	1,466	2,923	100.0%	1,350	1,573	2,678	100.0%	1,265	1,413	2,626	100.0%	1,310	1,316

ALL STUDENTS	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	1,909	15.6%	836	1,073	2,002	15.6%	885	1,117	1,946	15.1%	862	1,084	2,012	15.2%	889	1,123
American Indian or Alaska Native	53	0.4%	30	23	61	0.5%	36	25	43	0.3%	22	21	37	0.3%	23	14
Asian	2,255	18.4%	1,182	1,073	2,234	17.4%	1,183	1,051	2,282	17.7%	1,246	1,036	2,388	18.1%	1,305	1,083
Hispanic/Latino	452	3.7%	228	224	463	3.6%	246	217	540	4.2%	267	273	579	4.4%	280	299
White	6,385	52.0%	3,528	2,857	6,685	51.9%	3,641	3,044	6,405	49.7%	3,590	2,815	6,547	49.6%	3,719	2,828
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	86	0.7%	25	61	55	0.4%	14	41	46	0.3%	15	31
Two or more races	-	0.0%	-	-	-	0.0%	-	-	182	1.4%	86	96	328	2.5%	156	172
Did Not Self Identify	435	3.5%	209	226	435	3.4%	212	223	565	4.4%	300	265	368	2.8%	203	165
International	779	6.3%	423	356	904	7.0%	505	399	870	6.8%	471	399	894	6.8%	498	396
TOTAL	12,268	100.0%	6,436	5,832	12,870	100.0%	6,733	6,137	12,888	100.0%	6,858	6,030	13,199	100.0%	7,088	6,111

TABLE 4: FACULTY																
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
ALL FACULTY	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	60	5.9%	24	36	54	5.3%	24	30	53	5.1%	25	28	57	6.1%	30	27
American Indian or Alaska Native	2	0.2%	-	2	3	0.3%	1	2	2	0.2%	1	1	2	0.2%	1	1
Asian	107	10.5%	72	35	132	13.0%	87	45	130	12.6%	83	47	105	11.2%	61	44
Hispanic/Latino	11	1.1%	6	5	12	1.2%	5	7	18	1.7%	7	11	20	2.1%	6	14
White	714	70.1%	430	284	710	69.8%	430	280	712	69.0%	434	278	671	71.4%	395	276
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	3	0.3%	2	1
Two or more races	-	0.0%	-	-	-	0.0%	-	-	2	0.2%	1	1	4	0.4%	3	1
Did Not Self Identify	1	0.1%	-	1	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-
International	123	12.1%	83	40	106	10.4%	73	33	115	11.1%	69	46	78	8.3%	47	31
TOTAL	1,018	100.0%	615	403	1,017	100.0%	620	397	1,032	100.0%	620	412	940	100.0%	545	395

TENURED/ TENURE TRACK FACULTY	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	21	5.6%	11	10	19	5.0%	10	9	20	5.3%	12	8	21	5.6%	13	8
American Indian or Alaska Native	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	1	0.3%	1	-
Asian	41	10.8%	26	15	50	13.1%	31	19	51	13.4%	32	19	52	13.9%	33	19
Hispanic/Latino	6	1.6%	3	3	7	1.8%	3	4	8	2.1%	3	5	11	2.9%	3	8
White	277	73.3%	175	102	282	74.0%	177	105	282	74.2%	177	105	272	72.7%	166	106
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	2	0.5%	1	1
Two or more races	-	0.0%	-	-	-	0.0%	-	-	1	0.3%	-	1	1	0.3%	-	1
Did Not Self Identify	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-
International	33	8.7%	18	15	23	6.0%	14	9	18	4.7%	10	8	14	3.7%	9	5
TOTAL	378	100.0%	233	145	381	100.0%	235	146	380	100.0%	234	146	374	100.0%	226	148

NON-TENURE TRACK FACULTY	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	39	6.1%	13	26	35	5.5%	14	21	33	5.1%	13	20	36	6.4%	17	19
American Indian or Alaska Native	2	0.3%	-	2	3	0.5%	1	2	2	0.3%	1	1	1	0.2%	-	1
Asian	66	10.3%	46	20	82	12.9%	56	26	79	12.1%	51	28	53	9.4%	28	25
Hispanic/Latino	5	0.8%	3	2	5	0.8%	2	3	10	1.5%	4	6	9	1.6%	3	6
White	437	68.3%	255	182	428	67.3%	253	175	430	66.0%	257	173	399	70.5%	229	170
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	1	0.2%	1	-
Two or more races	-	0.0%	-	-	-	0.0%	-	-	1	0.2%	1	-	3	0.5%	3	-
Did Not Self Identify	1	0.2%	-	1	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-
International	90	14.1%	65	25	83	13.1%	59	24	97	14.9%	59	38	64	11.3%	38	26
TOTAL	640	100.0%	382	258	636	100.0%	385	251	652	100.0%	386	266	566	100.0%	319	247

TABLE 5: STAFF																
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
STAFF (excluding grad asst)	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	276	22.6%	78	198	276	23.2%	81	195	279	23.2%	88	191	272	22.8%	83	189
American Indian or Alaska Native	5	0.4%	2	3	5	0.4%	2	3	4	0.3%	1	3	3	0.3%	1	2
Asian	40	3.3%	15	25	39	3.3%	17	22	45	3.7%	16	29	45	3.8%	15	30
Hispanic/Latino	19	1.6%	9	10	18	1.5%	10	8	22	1.8%	11	11	23	1.9%	9	14
White	877	71.9%	358	519	848	71.4%	350	498	846	70.3%	358	488	840	70.3%	346	494
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	1	0.1%	1	-
Two or more races	-	0.0%	-	-	-	0.0%	-	-	4	0.3%	1	3	8	0.7%	2	6
Did Not Self Identify	-	0.0%	-	-	-	0.0%	-	-	1	0.1%	-	1	-	0.0%	-	-
International	3	0.2%	1	2	2	0.2%	1	1	3	0.2%	1	2	3	0.3%	3	-
TOTAL	1,220	100.0%	463	757	1,188	100.0%	461	727	1,204	100.0%	476	728	1,195	100.0%	460	735
<p>* New Race/Ethnicity categories used in Fall 2010. In Fall 2008, Native Hawaiian or other Pacific Islander included in Asian category.</p> <p>Two or More Races category available beginning in Fall 2010 reports.</p> <p>SOURCES: DW.Employees and ReportFactStudentTerm.</p> <p>Prepared by UMBC OIR, November 2011.</p>																

**UNIVERSITY OF MARYLAND,
COLLEGE PARK**



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

February 24, 2012

**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 former President Mote on May 21, 2008 (http://www.umd.edu/strat_plan/stratplan.cfm), "the University of Maryland has embraced diversity as a central driver in all its activities and has supported and promoted pioneering scholarship of diversity in academic programs." The Strategic Plan further states, "Our diversity is fundamental to our excellence and has enriched our intellectual community. The University's capacity to educate students for work and life in the 21st Century and to be a leader in research and scholarship is greatly enhanced by a community that reflects the nation and world." President Wallace Loh affirmed this commitment in stating, "The University of Maryland has long promoted diversity as a core value. We recognize a diverse educational community as one of our greatest strengths." The University's 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). 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, organized into six core areas: Leadership; Climate; Recruitment and Retention (of outstanding faculty, staff and students); Education; Research and Scholarship; and Community Engagement. Following the recommendations of the plan, the Office of the Associate Provost for Equity and Diversity was restructured and renamed University Diversity, and a new leadership position was created to head it. Last fall, the University of Maryland named Dr. Kumea Shorter-Gooden as its first Associate Vice President and Chief Diversity Officer, and she joined the campus in January 2012. Offices reporting directly to the new CDO include: the Office of Multi-Ethnic Student Education, the LGBT Equity Center, the Nyumburu Cultural Center, and the Office of Diversity Education and Compliance. The plan also calls for the 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; this will be convened in Spring 2012.

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. Workshops were held to assist faculty in designing courses that address these issues.

UM was awarded a prestigious five-year ADVANCE grant from the National Science Foundation (NSF). The ADVANCE Program for Inclusive Excellence aims to transform the institutional culture of our University by facilitating networks, offering individual mentoring and support, and offering information and strategic opportunities for women faculty in all areas of academia. The ADVANCE Program aims to produce academic environments with assumptions, values, beliefs, policies and practices that support and generate professional growth and excellence for all faculty. Research suggests that the retention and advancement of women faculty members is greater when the institutional environment is supportive of their professional growth, values their contributions, and invests in their success.

The University is proud to be one of the nation's most diverse campuses (see Tables 1 and 2). Thirty-nine percent of our undergraduates are persons of color, and almost 3500 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 has its first Asian American president of the university. In Fall 2011, the University welcomed a group of tenured/tenure-track faculty that included two Hispanics, seven Asian Americans and two African Americans. 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. *Diverse Issues in Higher Education* found that for academic year 2010, the campus ranked fourth among AAU institutions in the production of doctoral degrees for African American students, and second among AAU institutions in undergraduate degrees. The campus also placed 10th among AAU institutions in the production of doctoral degrees in engineering for Hispanic students.

The University continues to work to reduce the achievement gap between all students and minority students. As reported in the December 2011 Closing the Achievement Gap Annual Report, the six-year graduation rate gap between selected minorities (African Americans, Hispanics, and American Indians) is 8.7% (Fall 2005 cohort). This represents a decline from 10.4% 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.

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 2010. Eight vandalism incidents reported that year (six in residence halls, two in academic buildings) were labeled hate crimes due to the nature of their content. One personal confrontation involving defaced pamphlets resulted in a suspect's arrest, and one suspect accused of verbal intimidation due to a racially based comment remains at large.

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 LGBT communities – that have been excluded from full participation in American society. These programs provide learning experiences for individuals who are not part of these identified populations and others who are interested in gaining greater knowledge of their own culture and history. Participation tables in the Appendix include majors, minors, and certificates where available.

The Department of African American Studies offers both a bachelor's degree, with specializations in cultural social studies or in public policy, and an undergraduate certificate. The department also offers graduate level courses. See Table 3.

Our Department of Women's Studies offers a range of programs for undergraduates and for graduate students that highlight the intersections of race, class, gender, and other dimensions of difference. 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 offers undergraduate degrees, and centers its intellectual and public service activities on Latina/o issues within the historical, contemporary, and regional Latino settlement communities in the United States. The program is interdisciplinary in scope and research, and it is community oriented. See Table 6.

The Lesbian, Gay, Bisexual, and Transgender (LGBT) Studies Program offers an undergraduate certificate and a minor. In addition to courses and programs of study, their annual lecture series is a showcase of leading figures in LGBT and sexuality studies speaking on subjects as diverse as transgender history, LGBT law and politics, and the complex interrelationships of religion, race, and sexuality. See Table 7.

The Jewish Studies Program/Meyerhoff Center offers undergraduate and graduate degree programs, and encourages research and provides instruction about the history and culture of the Jewish people from earliest times to the present day. Every semester between 500 and 600 students enroll in Jewish Studies courses. 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 graduate program in Ethnomusicology which explores musical cultures from around the globe. 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 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 Global Studies Minor Program helps participants understand how and why interactions across national and ethnic borders are shaped by language, culture, politics, economic development, and conflict. Interdisciplinary minors that belong to the program include International Development and Conflict Management, International Engineering, Global Poverty, and Global Terrorism. See Table 12.

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 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, either alone or in connection with existing academic programs, offer experiences and opportunities related to cultural diversity, enhance the awareness of our community about diversity issues, or provide our faculty, staff, and students valuable exposure to diverse cultures and unfamiliar social contexts. A few important examples of program developments are highlighted below.

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 FY11, the Driskell Center presented an exhibit of prints by Joseph Holston and an exhibit entitled *Double Exposure: African Americans Before and Behind the Camera*.

Education Abroad offers a variety of short term (summer, winter and spring break) semester- and year-long programs. Study abroad reached a record high for participation, increasing for the ninth consecutive year (see Table 13). Students are enrolled at a wider range of sites, with over 50% studying in non-European countries, and UMD exceeds national averages for participation in study abroad by underrepresented groups.

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 14.

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.

The Provost's Conversations on Diversity, Democracy and Higher Education last year focused on the current state of our diverse democracy. Panelists shared their insights and observations regarding our readiness (or not) for the country's first African-American president; conservative ideology and diversity; and the impact of demographic changes on the political process. Panelists included Donna Brazile, Lee Hamilton, Julianne Malveaux, Ray Suarez, Nadine Strossen and College Park faculty and staff. In April, CNN journalist Soledad O'Brien delivered a keynote address that launched an all-day colloquy on Diversity, Democracy, and Higher Education.

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.

The Black Male Initiative (BMI) Program, a program sponsored by the Nyumburu Cultural Center, is dedicated to the establishment of brotherhood, scholarship, and retention of Black undergraduate males at the University of Maryland. BMI has a commitment to activism and leadership, and promotes the empowerment of Black men.

- During FY11, 1,415 Black undergraduate males were invited monthly to attend the scheduled meetings. Special mailings were sent each month to the 269 first-time newly admitted Black freshman men admitted in Fall 2010.
- A total of 44 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, community and science service projects involving Greenbelt Elementary School, Black Male Initiative Symposium on the State of Black Men/Boys in America, Haitian relief efforts, and visitations at a Prince George's County youth detention facility.

The Center for Minorities in Science and Engineering (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 FY11, CMSE offered the following programs and activities:

- Support of student organizations: CMSE staff members serve as advisors to three pre-professional student organizations (Black Engineers Society, the Society of Hispanic Professional Engineers, and the Student Community for Outreach, Retention, and Excellence). CMSE staff interact closely with the student leaders, monitor academic performance and mentor students. Student members of these organizations are enrolled in the School of Engineering or in the College of Computer, Mathematics and Natural Sciences (CMNS). Approximately 100-150 students attended each organizational group in FY11.
- The University System of Maryland Louis Stokes Alliance for Minority Participation (USM LSAMP) Program is designed to assist students in developing the skills and learning the strategies that will foster their success in STEM fields. The Center for Minorities in Science and Engineering of the Clark School of Engineering and the College of Computer, Mathematical and Natural Sciences share this grant with the University of Maryland Baltimore County and the University of Maryland Eastern Shore. Participating students benefit from a unique combination of academic, financial, and social support systems. Programs and activities of LSAMP are targeted to underrepresented minorities in science, technology, engineering and mathematics (STEM) majors at the University of Maryland. In FY11, 116 undergraduate students participated in LSAMP programs, including 89 Black/African American, 24 Hispanic and three students of unidentified race/ethnicity
- Community-building events: Normally 20-50 students attend each event.
- CMSE Summer Internship Program: Engineering students are employed (and mentored) by CMSE to staff summer programs. Twelve upper-level students participated in FY11.

The Office of Multi-Ethnic Student Education (OMSE) serves undergraduate students with academic support programs in order to increase rates of matriculation, retention, graduation, and overall GPA. The multi-ethnic populations OMSE serves includes American Indian, Asian American, African American, Hispanic, and multi-racial students. Some signature programs are described below.

- College Success Scholars provided structured, comprehensive support for 124 Black and Latino males during the past academic year, directly supporting the University's efforts to close the achievement gap for this crucial population. CSS includes a six-week summer bridge program prior to first year matriculation, as well as a year-round program.
- La Familia is a peer mentoring program which served 33 Latino undergraduates in FY 2011. The program created a strong net of support and collegiality among first-year Latino students as they advance in their college experience.
- During the last academic year, OMSE created opportunities for service learning education with increasing numbers of multi-ethnic students. As a result, 93 multi-ethnic students participated in service learning, logging 268 hours of service, including the "I Can Do That" project and the Annual Terp Service Weekend.
- Sister2Sister supported the personal, professional, and academic goals of 41 undergraduate multi-ethnic females. This program provided on- and off-campus professional and academic resources, service learning opportunities, and study sessions.
- OMSE Academic Excellence Society, which recognizes, fosters, and rewards academic

excellence among multi-ethnic students with a 3.5 GPA or higher, inducted a total of 368 students.

- OMSE Check Up provided academic assistance, personal advice and tutorial referrals for 1,702 students. The Tutorial Program, a free peer tutorial program, had record-breaking numbers during FY11, including 536 students served by almost 1600 total hours of one-on-one tutoring.

The Maryland Pathways Program guarantees that every student who is a Maryland resident from a family whose income is below the poverty line can graduate debt-free. Students receive federal and state financial aid grants, and private gift support is provided in order to cover tuition, room and board for fall and spring semesters. These students, many of whom are the first in their families to attend college, are required to work 10 hours per week, maintain a full course load and remain in good academic standing. In FY11, over 500 students qualified. Fifty-one percent of the students were first generation, and 46% were underrepresented minorities. The median family income was \$21,459, with 94% of the students coming from families with annual incomes of less than \$40,000.

The University of Maryland Incentive Awards Program (UMAIP) 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. Each student receives a full, four-year scholarship, a mentor, special learning opportunities, and campus-wide support.

Each year UMIAP accepts 17 high school graduates from participating schools in Baltimore City and Prince George's County. New initiatives include a targeted intervention for all students who receive mid-term grades lower than a B. Previously this intervention was targeted only for first-year students. Students were previously required to earn a 2.7 cumulative grade-point average to maintain their standing in the UMIAP. Effective fall 2011, students must earn a 2.7 semester grade-point average. This ensures that students consistently perform at an acceptable level and helps students avoid academic disciplinary action, which can threaten their academic standing.

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 FY12 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 fourth 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.

UM was awarded a 5-year, \$3.2 million NSF grant (and augmented it with a major contribution of in-kind funding from the University) to fund the ADVANCE Program for Inclusive Excellence that aims to improve rates of retention and advancement of women faculty by fostering changes in institutional culture.

However, in order to successfully achieve our diversity goals, the University needs additional resources to support the recruitment of diverse faculty and provide special faculty development and retention programs (\$3 M); develop special initiatives to close the student achievement gap (\$940 K); and 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 for partial salary support and competitive start-up packages for new faculty and 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 for 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	<u>\$ 500,000</u>
Total	\$8,940,000

Programs of Cultural Diversity
University of Maryland, College Park
Appendix

Table 1

Total Undergraduate													
<i>Former Federal Race Coding</i>	Fall 2009				<i>New Federal Race Coding</i>	Fall 2010				Fall 2011			
	#	%	Male	Female		#	%	Male	Female	#	%	Male	Female
American Indian:U.S.	72	<1%	29	43	American Indian or Alaska Native:U.S.	47	<1%	22	25	40	<1%	23	17
Asian:U.S.	4,041	15%	2,146	1,895	Asian:U.S.	4,012	15%	2,125	1,887	3,978	15%	2,139	1,839
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	3,256	12%	1,444	1,812
Foreign	598	2%	311	287	Foreign	633	2%	333	300	727	3%	370	357
Hispanic:U.S.	1,637	6%	728	909	Hispanic:U.S.	1,927	7%	904	1,023	2,022	8%	940	1,082
Unknown:U.S.	1,523	6%	755	768	Unknown:U.S.	858	3%	495	363	900	3%	488	412
White:U.S.	15,372	58%	8,554	6,818	White:U.S.	15,468	57%	8,607	6,861	15,055	56%	8,426	6,629
					Native Hawaiian or Other Pacific Islander:U.S.	37	<1%	26	11	35	<1%	23	12
					Two or More:U.S.	745	3%	361	384	813	3%	378	435
Total	26,542		13,959	12,583	Total	26,922		14,288	12,634	26,826		14,231	12,595
Total Graduate													
American Indian:U.S.	25	<1%	13	12	American Indian or Alaska Native:U.S.	12	<1%	6	6	18	<1%	10	8
Asian:U.S.	862	8%	438	424	Asian:U.S.	845	8%	420	425	835	8%	415	420
Black/African-American:U.S.	783	7%	325	458	Black or African American:U.S.	804	8%	345	459	813	8%	358	455
Foreign	2,539	24%	1,518	1,021	Foreign	2,455	23%	1,487	968	2,751	25%	1,662	1,089
Hispanic:U.S.	339	3%	157	182	Hispanic:U.S.	383	4%	171	212	396	4%	187	209
Unknown:U.S.	597	6%	302	295	Unknown:U.S.	514	5%	270	244	512	5%	264	248
White:U.S.	5,508	52%	2,799	2,709	White:U.S.	5,518	51%	2,874	2,644	15,055	56%	8,426	6,629
					Native Hawaiian or Other Pacific Islander:U.S.	5	<1%	3	2	7	<1%	6	1
					Two or More:U.S.	183	2%	85	98	157	1%	74	83
Total	10,653		5,552	5,101	Total	10,719		5,661	5,058	10,805		5,793	5,012

Table 2

Total Faculty													
Former Federal Race Coding	Fall 2009				New Federal Race Coding	Fall 2010				Fall 2011			
	#	%	Male	Female		#	%	Male	Female	#	%	Male	Female
American Indian:U.S.	4	<1%	2	2	American Indian or Alaska Native:U.S.	3	<1%	2	1	5	<1%	4	1
Asian:U.S.	385	10%	264	121	Asian:U.S.	439	11%	291	148	445	10%	293	152
Black/African-American:U.S.	189	5%	80	109	Black or African American:U.S.	177	4%	81	96	177	4%	78	99
Foreign	458	11%	345	113	Foreign	484	12%	354	130	509	12%	368	141
Hispanic:U.S.	98	2%	53	45	Hispanic:U.S.	106	3%	54	52	131	3%	70	61
Unknown:U.S.	161	4%	92	69	Unknown:U.S.	193	5%	114	79	251	6%	147	104
White:U.S.	2,701	68%	1,664	1,037	White:U.S.	2,713	66%	1,665	1,048	2,713	64%	1,681	1,032
					Native Hawaiian or Other Pacific Islander:U.S.					4	<1%	2	2
					Two or More:U.S.	8	<1%	4	4	13	<1%	6	7
Total	3,996		2,500	1,496	Total	4,123		2,565	1,558	4,248		2,649	1,599
Total Staff													
American Indian:U.S.	22	<1%	14	8	American Indian or Alaska Native:U.S.	21	<1%	12	9	22	<1%	12	10
Asian:U.S.	599	7%	267	332	Asian:U.S.	609	7%	272	337	606	7%	270	336
Black/African-American:U.S.	1,436	16%	613	823	Black or African American:U.S.	1,364	15%	575	789	1,399	15%	600	799
Foreign	1,519	17%	923	596	Foreign	1,498	17%	930	568	1,532	17%	970	562
Hispanic:U.S.	473	5%	160	313	Hispanic:U.S.	504	6%	167	337	540	6%	184	356
Unknown:U.S.	504	6%	246	258	Unknown:U.S.	553	6%	280	273	631	7%	303	328
White:U.S.	4,532	50%	2,172	2,360	White:U.S.	4,444	49%	2,203	2,241	4,417	48%	2,190	2,227
					Native Hawaiian or Other Pacific Islander:U.S.	3	<1%	2	1	7	<1%	6	1
					Two or More:U.S.	38	<1%	18	20	49	1%	20	29
Total	9,085		4,395	4,690	Total	9,034		4,459	4,575	9,203		4,555	4,648

Table 3

African American Studies - Undergraduate																				
Former Federal Race Coding	Fall 2009				New Federal Race Coding	Fall 2010				Fall 2011										
	#	%	Male	Female		#	%	Male	Female	#	%	Male	Female							
American Indian:U.S.	26	87%	11	15	American Indian or Alaska Native:U.S.	24	89%	11	13	39	78%	15	24							
Asian:U.S.					Asian:U.S.									1	2%	1				
Black/African-American:U.S.					Black or African American:U.S.									2	7%	2	3	6%	3	
Foreign					Foreign									1	2%	1				
Hispanic:U.S.	4	13%	3	1	Hispanic:U.S.	1	4%	1	1	5	10%	1	4							
Unknown:U.S.					Unknown:U.S.									1	2%	1				
White:U.S.					White:U.S.									1	4%	1	5	10%	1	4
					Native Hawaiian or Other Pacific Islander:U.S.															
					Two or More:U.S.					1	2%		1							
Total	30		14	16	Total	27		11	16	50		17	33							

Table 4

Women's Studies – Undergraduate													
Former Federal Race Coding	Fall 2009				New Federal Race Coding	Fall 2010				Fall 2011			
	#	%	Male	Female		#	%	Male	Female	#	%	Male	Female
American Indian:U.S.					American Indian or Alaska Native:U.S.	1	1%		1	1	1%		1
Asian:U.S.	4	5%		4	Asian:U.S.	7	9%		7	8	10%		8
Black/African-American:U.S.	17	22%		17	Black or African American:U.S.	17	21%		17	18	23%	2	16
Foreign	2	3%		2	Foreign								
Hispanic:U.S.	5	6%	1	4	Hispanic:U.S.	10	12%		10	10	13%		10
Unknown:U.S.	7	9%		7	Unknown:U.S.	3	4%		3	4	5%		4
White:U.S.	44	56%	1	43	White:U.S.	43	53%	3	40	34	44%	1	33
					Native Hawaiian or Other Pacific Islander:U.S.								
					Two or More:U.S.					2		1	1
Total	79		2	77	Total	81		3	78	77		4	73
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	1	4%		1
Black/African-American:U.S.	5	19%		5	Black or African American:U.S.	6	23%		6	5	19%		5
Foreign	5	19%		5	Foreign	4	15%		4	5	19%		5
Hispanic:U.S.	1	4%		1	Hispanic:U.S.	1	4%		1	1	4%		1
Unknown:U.S.	2	7%		2	Unknown:U.S.	1	4%		1	2	7%		2
White:U.S.	13	48%		13	White:U.S.	11	42%		11	11	41%		11
					Native Hawaiian or Other Pacific Islander:U.S.								
					Two or More:U.S.	2	8%		2	2	7%		2
Total	27			27	Total	26			26	27			27

Table 5

Asian American Studies – Undergraduate													
Former Federal Race Coding	Fall 2009				New Federal Race Coding	Fall 2010				Fall 2011			
	#	%	Male	Female		#	%	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	38	79%	19	19
Black/African-American:U.S.	1	1%		1	Black or African American:U.S.	2	3%	1	1	1	2%		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.					1	<1%		1
White:U.S.	6	7%	3	3	White:U.S.	3	5%	2	1	4	8%	2	2
					Native Hawaiian or Other Pacific Islander:U.S.								
					Two or More:U.S.	3	5%	1	2	4	8%	1	3
Total	84		46	38	Total	58		31	27	48		22	26

Table 6

U.S. Latina/o Studies – Undergraduate													
Former Federal Race Coding	Fall 2009				New Federal Race Coding	Fall 2010				Fall 2011			
	#	%	Male	Female		#	%	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	16	89%	7	9
Unknown:U.S.					Unknown:U.S.								
White:U.S.	1	11%		1	White:U.S.					2	11%	1	1
					Native Hawaiian or Other Pacific Islander:U.S.								
					Two or More:U.S.								
Total	9		6	3	Total	15		8	7	18		8	10

Table 7

LGBT Studies – Undergraduate								
<i>New Federal Race Coding</i>	Fall 2010				Fall 2011			
	#	%	Male	Female	#	%	Male	Female
American Indian or Alaska Native:U.S.								
Asian:U.S.	2	6%		2	2	6%		2
Black or African American:U.S.	6	19%		6	7	21%	1	6
Foreign								
Hispanic:U.S.	1			1	1	3%		1
Unknown:U.S.	1	3%	1		1	3%	1	
White:U.S.	16	52%	7	9	17	50%	5	12
Native Hawaiian or Other Pacific Islander:U.S.								
Two or More:U.S.	5	16%	2	3	6	18%	2	4
Total	31		10	21	34		9	25

Table 8

Jewish Studies – Undergraduate													
Former Federal Race Coding	Fall 2009				New Federal Race Coding	Fall 2010				Fall 2011			
	#	%	Male	Female		#	%	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	3	3%	1	2
Unknown:U.S.	3	3%	1	2	Unknown:U.S.					1	1%		1
White:U.S.	84	91%	39	45	White:U.S.	86	95%	33	53	79	92%	30	49
					Native Hawaiian or Other Pacific Islander:U.S.								
					Two or More:U.S.	2	2%	1	1	3	3%	2	1
Total	92		40	52	Total	91		35	56	86		33	53
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					2	50%	1	1
Hispanic:U.S.					Hispanic:U.S.								
Unknown:U.S.					Unknown:U.S.	1	33%	1		1	25%		1
White:U.S.	4	67%		4	White:U.S.	2	67%	1	1	1	25%	1	
					Native Hawaiian or Other Pacific Islander:U.S.								
					Two or More:U.S.								
Total	6			6	Total	3		2	1	4		2	2

Table 9

American Studies – Undergraduate													
Former Federal Race Coding	Fall 2009				New Federal Race Coding	Fall 2010				Fall 2011			
	#	%	Male	Female		#	%	Male	Female	#	%	Male	Female
American Indian:U.S.	1	1%	1		American Indian or Alaska Native:U.S.	1	1%	1		1	1%	1	
Asian:U.S.	9	6%	2	7	Asian:U.S.	9	7%	3	6	6	5%	3	3
Black/African-American:U.S.	42	29%	27	15	Black or African American:U.S.	47	35%	37	10	36	31%	29	7
Foreign	1	1%	1		Foreign	2	1%	1	1				
Hispanic:U.S.	5	3%	1	4	Hispanic:U.S.	6	4%	2	4	6	5%	5	3
Unknown:U.S.	10	7%	4	6	Unknown:U.S.	6	4%	5	1	3	3%	3	
White:U.S.	78	53%	32	46	White:U.S.	61	45%	33	28	59	51%	29	30
					Native Hawaiian or Other Pacific Islander:U.S.								
					Two or More:U.S.	4	3%	1	3	5	4%	2	3
Total	146		68	78	Total	136		83	53	116		72	46
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		2	4%	3	
Black/African-American:U.S.	16	28%	9	7	Black or African American:U.S.	19	40%	8	11	19	40%	9	11
Foreign	5	9%	1	4	Foreign	3	6%	1	2	3	6%		3
Hispanic:U.S.	6	10%	2	4	Hispanic:U.S.	5	11%	2	3	5	11%	1	4
Unknown:U.S.	5	9%		5	Unknown:U.S.	4	9%	1	3	4	9%	1	1
White:U.S.	23	40%	6	17	White:U.S.	14	30%	4	10	14	30%	3	10
					Native Hawaiian or Other Pacific Islander:U.S.								
					Two or More:U.S.								
Total	58		20	38	Total	47		18	29	47		17	29

Table 10

Ethnomusicology – Graduate													
Former Federal Race Coding	Fall 2009				New Federal Race Coding	Fall 2010				Fall 2011			
	#	%	Male	Female		#	%	Male	Female	#	%	Male	Female
American Indian:U.S.	1	3%		1	American Indian or Alaska Native:U.S.	1	4%		1	1	5%		1
Asian:U.S.	1	3%		1	Asian:U.S.	1	4%		1	1	5%		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	6	29%	1	5
Hispanic:U.S.	1	3%		1	Hispanic:U.S.	1	4%		1	1	5%		1
Unknown:U.S.	4	13%	4		Unknown:U.S.	3	11%	3		1	5%	1	
White:U.S.	13	42%	1	12	White:U.S.	14	50%	2	12	11	52%	2	9
					Native Hawaiian or Other Pacific Islander:U.S.								
					Two or More:U.S.								
Total	31		8	23	Total	28		7	21	21		4	17

Table 11

SLLC – Undergraduate													
Former Federal Race Coding	Fall 2009				New Federal Race Coding	Fall 2010				Fall 2011			
	#	%	Male	Female		#	%	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	66	9%	23	43
Black/African-American:U.S.	114	12%	29	85	Black or African American:U.S.	99	11%	24	75	79	10%	20	59
Foreign	14	1%	5	9	Foreign	11	1%	1	10	8	1%	2	6
Hispanic:U.S.	138	14%	39	99	Hispanic:U.S.	129	14%	42	87	98	13%	31	67
Unknown:U.S.	83	9%	27	56	Unknown:U.S.	27	3%	11	16	30	4%	12	18
White:U.S.	493	52%	165	328	White:U.S.	476	53%	189	287	436	57%	172	264
					Native Hawaiian or Other Pacific Islander:U.S.	1	<1%	1		2	<1%	1	1
					Two or More:U.S.	49	5%	15	34	47	6%	18	29
Total	954		297	657	Total	902		321	581	766		279	487
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	1	2%		1
Foreign	27	44%	6	21	Foreign	23	40%	4	19	20	38%	5	15
Hispanic:U.S.	5	8%	1	4	Hispanic:U.S.	6	10%	1	5	8	15%	3	5
Unknown:U.S.	3	5%	1	2	Unknown:U.S.	2	3%	2		3	6%	2	1
White:U.S.	25	40%	2	23	White:U.S.	25	43%	5	20	19	37%	5	14
					Native Hawaiian or Other Pacific Islander:U.S.								
					Two or More:U.S.	1	2%		1	1	2%		1
Total	62		10	52	Total	58		12	46	52		15	37

Table 12

Global Studies Minor - Undergraduate				
<i>New Federal Race Coding</i>	Fall 2011			
	#	%	Male	Female
American Indian or Alaska Native:U.S.				
Asian:U.S.	30	20%	10	20
Black or African American:U.S.	13	9%	2	11
Foreign	2	1%		2
Hispanic:U.S.	9	6%	1	8
Unknown:U.S.	3	2%		3
White:U.S.	84	56%	30	54
Native Hawaiian or Other Pacific Islander:U.S.				
Two or More:U.S.	10	7%	5	5
Total	151		48	103

Table 13

Study Abroad – Undergraduate& Graduate													
<i>Former Federal Race Coding</i>	FY 2009				<i>New Federal Race Coding</i>	FY 2010				FY 2011			
	#	%	Male	Female		#	%	Male	Female	#	%	Male	Female
American Indian:U.S.	6	<1%	4	2	American Indian or Alaska Native:U.S.	4	<1%	1	3	3	<1%	2	1
Asian:U.S.	193	10%	110	83	Asian:U.S.	246	12%	101	145	218	11%	93	125
Black/African-American:U.S.	129	7%	87	42	Black or African American:U.S.	139	7%	43	96	117	6%	42	75
Foreign	45	2%	13	32	Foreign	37	2%	11	26	48	2%	18	30
Hispanic:U.S.	103	5%	64	39	Hispanic:U.S.	111	5%	38	73	120	6%	42	78
Unknown:U.S.	140	7%	87	53	Unknown:U.S.	147	7%	57	90	130	6%	*	*
White:U.S.	1258	67%	721	537	White:U.S.	1370	66%	576	794	1331	66%	525	806
					Native Hawaiian or Other Pacific Islander:U.S.					3	<1%	1	2
					Two or More:U.S.	11	1%	7	4	53	3%	23	30
Total	1,874		1,086	788	Total	2,065		834	1,231	2023		746*	1,147*

Source: Education Abroad annual report

* Gender of 'Unknown' race in FY11 unknown to Education Abroad

Table 14

Academic Achievement Program – Undergraduate													
<i>Former Federal Race Coding</i>	Fall 2009				<i>New Federal Race Coding</i>	Fall 2010				Fall 2011			
	#	%	Male	Female		#	%	Male	Female	#	%	Male	Female
American Indian:U.S.					American Indian or Alaska Native:U.S.					1			1
Asian:U.S.	49	19%	22	27	Asian:U.S.	44	18%	21	23	33	14%	14	19
Black/African-American:U.S.	98	38%	37	61	Black or African American:U.S.	95	38%	41	54	95	41%	40	55
Foreign					Foreign								
Hispanic:U.S.	54	21%	21	33	Hispanic:U.S.	67	27%	26	41	70	30%	29	41
Unknown:U.S.	13	5%	5	8	Unknown:U.S.	4	2%	1	3	3	1%		3
White:U.S.	44	17%	19	25	White:U.S.	30	12%	12	18	17	7%	7	10
					Native Hawaiian or Other Pacific Islander:U.S.								
					Two or More:U.S.	8	3%	1	7	13	6%	2	11
Total	258		104	154	Total	248		102	146	232		92	140

**UNIVERSITY OF MARYLAND
EASTERN SHORE**



UNIVERSITY *of* MARYLAND
EASTERN SHORE

PROGRESS REPORT
ON
INSTITUTIONAL PROGRAM
OF
CULTURAL DIVERSITY

February 24, 2012

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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 2011 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 790 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 2012. 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 assess 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

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.

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 (Sequoia, Inc.) to gauge campus climate and the Miville-Guzman Universality-Diversity Scale-Short Form (M-GUDS-S). *The M-GUDS-S is a 15-item multiple-choice questionnaire that measures student attitudes, cognitions, and behaviors regarding diversity. Developed by Marie L. Miville, this instrument uses a 6-point Likert-type scale to assess student awareness and acceptance of both similarities and differences among people. A longer, 45-item version of this scale is also available.* 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. Residence Hall personnel have implemented diversity efforts 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 striving toward the obtainment of 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 2011, 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: 2011 Summer Programs

Race	Gender		Total
	M	F	
African-American/Black	179	168	347
American Indian or Alaska Native	0	0	0
Asian	0	1	1
Hispanic/Latino	3	2	5
White	11	2	13
Native American or other Pacific Islander	0	0	0
Two or more races	3	4	7
TOTAL	196	177	373

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 2010-2011 academic year, a total of 98 non African-American students earned Bachelor's degrees from UMES. The baseline data for 2008-2009 was 86. Goal 2.A was met.

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 2010-2011 academic year, a total of 212 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 met.

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 2010-2011 academic year, 103 non African-American students returned for the fall semester of 2011. During the 2008-2009 academic year, 69 non African-American students returned for the fall semester of 2008. Therefore, Goal 2.A.2 was 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 2010-2011 academic year, a total of 47 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 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 2010-2011 academic year a total of 273 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 2010-2011 academic year, a total of 51 African-American faculty were tenured and on tenure-track. The baseline data for 2007-2008 was 48. Therefore, for Goal 3.A was met.

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 2010-2011 academic years, a total of 15 non African-American full-time Executive/Administrative/Managerial staff was employed. The baseline data for 2007-2008 was 18. Therefore, Goal 3.B was not 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 2010-2011 academic year, a total of 110 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.

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 2010-2011 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 later.

**UNIVERSITY OF MARYLAND
UNIVERSITY COLLEGE**



University of Maryland University College

Office of Diversity Initiatives

February 23, 2012

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

Dear Dr. Wolfe:

Attached please find University of Maryland University College's (UMUC) FY2011-2012 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

Enclosure

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University of Maryland University College

2011-2012 Annual Progress Report

On

Programs of Cultural Diversity

February 23, 2012

University of Maryland University College
FY2011-FY2012 Annual Progress Report
On
Programs of Cultural Diversity

23 February 2012

As outlined in Senate Bill 438 and House Bill 905, passed by the Maryland General Assembly, University of Maryland University College (UMUC) has prepared the FY 2011-2012 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, Institutional Effectiveness, 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 continued to deliver several Diversity Awareness Training Programs throughout the University. 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 investigations occur. Tracking forms are utilized to track formal EEO investigations to ensure that complainants and respondents are notified of the findings.

To further ensure that leadership throughout the University is aware and responsive to potential conflicts that arise, a mediation process has been developed to provide University staff, faculty, and students with a process for engaging in facilitated mediation. Developing the UMUC Mediation process included training select members of the UMUC community as mediators, developing a UMUC Mediation website, building dedicated and isolated space in UMUC facilities for mediation to occur, and developing the UMUC Mediation Team. Mediation is part of the internal grievance process and allows for an intermediary step to resolve conflicts before issues rise to the formal complaint level.

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 be the most diverse student body of any USM institution. The diversity of the student body has remained stable over the past year, with minor changes within some of the under-represented groups that we are tracking. As shown in Table 1 below, the total number of students enrolled at UMUC locations in Maryland increased slightly by 324 from Fall 2010 to Fall 2011. The ratio of historically under-represented demographic groups remained constant over the past year. White students constituted 39% of the student body in the Fall of 2011, with under-represented minorities at 48% and individuals with two or more races at 2%, compared to 39% white and 47% under-represented minorities and individuals with two or more races at 1% in Fall 2010.

UMUC's student population was 46% male and 54% female in Fall 2011, which is consistent with the gender proportions in Fall 2010. The African-American subpopulation is 62% female and 38% male, while the White student subpopulation is 47% female and 53% male.

TABLE 1: Separate Comparison Tables for Students																
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/ Black	10875	33	3699	7176	12397	34	4438	7959	13718	35	5115	8603	15169	36	5814	9355
American Indian or Alaska Native	198	1	81	117	206	1	75	131	196	1	87	109	188	0	81	107
Asian	1791	5	899	892	1857	5	932	925	1926	5	1043	883	2014	5	1083	931
Hispanic/ Latino	1739	5	827	912	2038	6	985	1053	2477	6	1171	1306	2941	7	1428	1513
White	13291	40	6689	6602	14125	39	7234	6891	15171	39	7759	7412	16565	39	8762	7803
Native American or other Pacific Islander									79	0	32	47	99	0	37	62
Two or more races									477	1	208	269	849	2	267	482
Did not self identify	5414	16	2257	3157	5811	16	2346	3465	4790	12	1954	2836	4252	10	1770	2482
Total	33308		14452	18856	36434		16010	20424	38834		17369	21465	42077		19342	22735

**Note: The table above does not include data related to Non-Resident Aliens (2011-2012: Male – 255 and Female – 381).

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 Undergraduate School curriculum and the Diversity Certification program (described below).

Table 2. Diversity Courses Participation

Courses	# of Participants
Diversity Awareness	708
Disability Studies	543
Domestic Violence	1518

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. This course is an optional 3-credit course that serves as an introduction to knowledge and strategies designed to promote success in the university environment. The focus is on developing the study, interpersonal, and self-management skills and attitudes needed to achieve academic objectives. The topics included in the course are the university’s mission, resources, and requirements.
2. Intensive Writing Courses – Courses are offered for speakers of native languages other than English. These include Introduction to Writing; Business Writing; Advanced Expository & Research Writing; and Technical Writing.

D. Faculty

Table 3 depicts the ethnicity and gender demographics for UMUC faculty as of fall 2011. The largest group (69% in fall 2011) of faculty are those classified as “White”. Many faculty members decline to identify their race or report as “other”. UMUC faculty were recently surveyed and the number of faculty that “did not self-identify” decreased from 1043 in the Fall 2010 to 108 in Fall 2011. The second largest group of faculty is African-American/Black faculty members at 14% as of fall 2011, compared to 7% in fall 2010. This is viewed as a substantial increase (7%) and illustrates the manner in which our faculty continues to become more diverse. Asian, Hispanic/Latino, and American-Indian faculty represent smaller segments of the total faculty at a combined 9% of the total faculty representation.

Males comprise 56% of the faculty and females 42% as of Fall 2011.

TABLE 3: Separate Comparison Tables for Faculty																
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	137	8	80	57	157	8	85	72	155	7	84	71	340	14	172	168
American Indian or Alaska Native	14	1	10	4	12	1	8	4	13	1	10	3	19	1	13	6
Asian	68	4	55	13	66	3	56	10	67	3	57	10	154	6	116	38

Hispanic/ Latino	21	1	12	9	25	1	15	10	26	1	15	11	60	2	36	24
White	788	45	476	312	820	43	493	327	823	39	475	348	1654	69	945	709
Native American or other Pacific Islander													1	0	1	0
Two or more races													3	0	2	1
Did not self identify	705	41	398	307	814	43	446	368	1043	49	578	465	108	4	53	55
Total	1733		1031	702	1894		1103	799	2127		1219	908	2402		1338	1001

**Note: The table above does not include data related to Non-Resident Aliens (2011-2012: Male – 45 and Female – 18).

E. Staff

As shown in Table 4 below, the total number of staff employed at UMUC locations in Maryland increased by 4% in 2011 compared to 2010, to 1023 from 985. The proportions of African-American/Black staff increased to 32% in Fall 2011 from 27% in Fall 2010. The remaining under-represented populations remained virtually unchanged over the past year for both female and male staff. The proportion of White staff increased to 44% in Fall 2011 from 40% in Fall 2010. Overall, the proportion of female staff remains virtually unchanged over the past year.

TABLE 4: Separate Comparison Tables for Staff																
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	239	26	58	181	250	27	62	188	266	27	62	204	332	32	78	254
American Indian or Alaska Native	2	0	2	0	3	0	2	1	3	0	2	1	1	0	0	1
Asian	64	7	22	42	50	5	17	33	60	6	15	45	65	6	23	42
Hispanic/Latino	22	2	9	13	24	3	7	17	28	3	8	20	31	3	8	23
White	349	39	122	227	372	40	130	242	398	40	142	256	454	44	173	281
Native American or other Pacific Islander									1	0	0	1	2	0	0	2
Two or more races									2	0	0	2	22	2	3	19
Did not self identify	229	25	82	147	232	25	84	148	227	23	83	144	116	11	32	84
Total	905		295	610	931		302	629	985		312	673	1023		318	705

**Note: The table above does not include data related to Non-Resident Aliens (Male – 21 and Female – 23).

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 continue to be 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. Further, all interviewers are required to ask the same standard interview questions for all candidates to ensure that all interviews are consistent and no bias is introduced to the interview process.

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 continues 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 throughout the University with the development and distribution of posters highlighting cultural and heritage month celebrations across the globe. In conjunction with the Marketing Team, diversity posters have been developed highlighting the following cultures, heritages, and diversity events:

- Martin Luther King Jr. Day of Service
- African-American Heritage Month

- Women's History Month
- Irish-American Heritage Month
- Asian-Pacific American Heritage Month
- Gay, Lesbian, Bisexual, Transgender Pride Month
- Caribbean-American Heritage Month
- Independence day
- National Day of Services and Remembrance 2011
- Constitution Day
- German-American Heritage Month
- National American Indian Heritage Month
- Universal Human Rights Month

Posters are displayed in each department and each of the public spaces throughout UMUC locations. To further communicate information regarding a particular Heritage or Cultural theme, announcements are included in weekly newsletters that are received by all staff and faculty. Additionally, to ensure that UMUC students are receiving the diversity messaging, we utilize UMUC's social media platform to engage all students in the virtual diversity discussion.

Throughout the year, tools and resources were provided to support awareness of diversity and federally recognized cultural holidays. 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.

An integral part of the cultural diversity efforts at UMUC are the outreach activities in which the students, alumni, faculty, and staff are engaged. Individuals throughout UMUC are provided with opportunities to participate in outreach activities that enable them to work across cultural differences in the community. In 2011, 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 65 (UMUC staff, students, and alumni) competed in the 10th Annual Washington DC Dragon Boat Festival and the 10th Annual Philadelphia Dragon Boat Festival. The UMUC Virtual Dragons won a combined five medals in the festivals. UMUC also sponsored the UMUC Tigers Softball Team, comprised of 25 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.

Over the course of the past year, the Diversity Office has supported events to raise awareness about a variety of cultural diversity themes. These luncheon lecture and

discussion events are designed to allow staff, students, and faculty with an opportunity to learn more about the cultural theme for the month and to engage in a dialogue with other participants. The events for the past year included:

- January – “In Remembrance of Martin” documentary
- February – “The Glorious March to Liberty: African Americans in the Civil War” – Lecture by Hari Jones
- February – “African Americans, Civil War, and the Struggle for Freedom in the Chesapeake” – Lecture by Roger Davidson, PhD
- March – “From Feminist to Womanist” – Lecture by Lisa Beth Hill, PhD
- May – “The American Experience: The Nuremberg Trials” documentary
- October – “Understanding Disability Culture in America: Post ADA, IDEA, and ADA Amendments” – Lecture by David Hale
- November – “Indian Warriors: The Untold Story of the Civil War” documentary

IV. Status of Institutional Enhancement of Programs of Cultural Diversity, if improvement was needed

The Disability Services Department reported to the Diversity Initiatives Office throughout FY 2011 and into FY 2012. In the fall of 2011, UMUC instituted the new Office of Institutional Resolution and Accessibility (IRA). It has been determined that the Disability Services Office will report to the AVP of this office to ensure that all accessibility issues for students, faculty, and staff are consistently applied. Through the ongoing partnership with the Diversity Office and the IRA, disability accommodations, accessibility, and resources will be managed

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) is available for 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.

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, diversity marketing and communications, and diversity outreach. The

University researches grants to further programming; however at this time we are not relying on grants to fund these activities. The Annual UMUC Giving Campaign has allowed donors to earmark donations for the UMUC Virtual Dragons Dragon Boat Racing team to ensure that funds are in place to support the ongoing outreach programs that are in place for students, staff, faculty, and alumni.

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 has continued to expand the diversity awareness program for staff and faculty throughout the University. The Diversity Awareness Program is comprised of several diversity training modules, including:

- Interpersonal Communication – Communicating across differences
- Managing a Diverse Workforce – Supervisory Training
- Working in a Multi-National Environment – Employee Training
- Cultural Sensitivity
- Understanding EEO policies
- Sexual Harassment Training Module

The Sexual Harassment Training Module is a mandatory training for all staff and faculty that are hired by the University. The module ensures that all members of the University are aware of what behaviors are appropriate and inappropriate when working with colleagues and students. 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 – 126
- Non-Supervisors – 181
- Faculty – 88
- Supervisors - 40

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 Unlawful

Harassment, Discrimination and Retaliation have been piloted in the UMUC Asia locations and are currently being rolled-out Stateside.

CONCLUSIONS

The past year has seen the climate for diversity continue to be embraced and strengthened throughout the University. There has been increased involvement in University-wide events and more individuals across the University are engaging in the diversity discussions. As our students, staff, and faculty continue to become more diverse, UMUC is positioned to support these individuals and will benefit from the diversity of thought, perspectives, and experiences that are comprised within the UMUC landscape. Diversity will continue to be a central part of the UMUC mission going forward and we are excited about the opportunity to build on the successes we have seen thus far.

A few years ago, the leadership was changed in the Office of Diversity Initiatives. Dr. Blair Hayes has brought a professionalism, dynamic, and collaborative approach to the office. He is a respected, visible leader and member of the President's Cabinet. His respectful, intelligent approach to complex issues allows our staff and faculty to become educated as well as advised. Dr. Hayes is a valuable asset to UMUC and an investment in our future of cultural diversity.