



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Annual Progress Report on Programs of Cultural Diversity

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: June 5, 2013

SUMMARY: Maryland statute requires 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 and 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 a culturally diverse student body, faculty, and staff. Institutions are also required to enhance cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff.

The law requires that 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 the Maryland Higher Education Commission a progress report regarding the institution's implementation of its plan.

"Cultural diversity" is defined in Maryland statute 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 have been summarized in this report and are available upon request.

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

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

CHANCELLOR'S RECOMMENDATION: That the Committee on Education Policy and Student Life recommend that the Board of Regents approve the Annual Progress Report on Programs of Cultural Diversity submitted in Spring 2013.

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Joann Boughman

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

June 5, 2013

Background

Effective 1 July 2008, Maryland Senate Bill 438 and House Bill 905 required institutions of postsecondary education to develop and implement a plan for a program of cultural diversity to the Maryland Higher Education Commission (MHEC) through their respective governing boards by September 1, 2013. In December 2013, MHEC will publish a Cultural Diversity Report for Maryland Public Postsecondary Education. This new report will replace MHEC's Minority Achievement Report and will fulfill the requirements for Education §11-406 (Plan for Cultural Diversity). In order to prepare this report, MHEC has asked two-year and four-year public institutions to submit a narrative outlined below.

Institutional submissions for the 2013 Cultural Diversity Report should provide the following:

1. A summary of their institutional plan to improve cultural diversity as required by Education §11-406. Include all major goals, areas of emphasis, and strategies for implementation. Also provide an explanation of how the plan and progress are being evaluated. Please indicate where progress has been achieved and areas where continued improvement is needed.
2. A description of efforts to increase the numerical representation of traditionally underrepresented groups among 1) students, 2) administrative staff, and 3) faculty. This section of the report should detail initiatives designed to recruit and retain traditionally underrepresented students, staff, and faculty. Focus on both campus-wide and program specific initiatives.
3. A description of efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus. This section of the report should detail 1) faculty and staff cultural training programs, 2) curricular initiatives that promote cultural diversity in the classroom, and 3) co-curricular programming for students.
4. If needed, each institution should also describe other initiatives that are central to their cultural diversity plan that are not captured in Sections 2 and 3.

MHEC will supplement the information institutions provide with previously submitted University System of Maryland USM institutional data on staff/faculty representation and student enrollment, retention, and graduation. All data MHEC provides will be disaggregated by race/ethnicity. Additionally, information on Pell Grant students will be reported. However, since the inception of reporting requirements, the Board of Regents of the USM has required demographic data in each USM institutional report.

Cultural diversity is defined in SB 438 and HB 905 as the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education. However, the USM has taken a more inclusive approach to cultural diversity based on advice from the Attorney General's Office as of May 15, 2008 that states: "a plan that will include race-conscious elements should not be implemented in a manner that will limit the elements of 'cultural diversity' solely to racial and ethnic considerations." Without exception, institutional programs of cultural diversity are explicitly linked to institutional mission, vision, core values, strategic plan, and in many cases accreditation standards. In implementing and updating institutional plans, cultural diversity is viewed and applied in the 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 2013 Progress Report

Each USM institution submitted its plan for a program of cultural diversity to the Board of Regents for its initial review and approval in March 2009 and an annual report each year thereafter. This 2013 progress report provides a brief summary of the sections outlined above and of the more detailed institutional progress reports that are attached. As requested by the Board of Regents demographic and participation data on student, faculty, and staff are provided in each institutional report. However, for brevity, selected institutional examples are cited throughout this report solely to illustrate both the range and nature of responses to implementing, improving, and sustaining programs of cultural diversity. While comparisons of institutional programs of cultural diversity are inevitable, it is more important to note the commonality and consistency of efforts to strengthen such programs across USM institutions. Thus, exemplary transformative initiatives can be found in every USM institution.

Institutional plans reveal considerable variation in the history, complexity, scope, organization, resource commitment, and level of institutional engagement in programs of cultural diversity across the USM. The successful development, implementation, maintenance, and as may be necessary, modification of programs of cultural diversity work not only to promote an appropriate campus environment and climate, but continue to bring institutional recognition. In 2012, *Diverse Issues in Higher Education* ranked the **University of Maryland, College Park** among the top 20 producers of doctoral degrees in computer and information sciences, engineering, mathematics, and statistics for all minorities combined. **University of Maryland, Baltimore** and the **University of Baltimore** are ranked respectively among the top 75 producers of professional doctoral degrees awarded to African Americans. The **University of Maryland, Baltimore** is ranked twelfth for professional doctoral degrees earned by African Americans. The **University of Maryland University College**, **Bowie State University**, **University of Maryland, Baltimore**, and **University of Maryland, College Park**, are ranked respectively among the top 75 producers of African American master's degrees in all disciplines. The **University of Maryland, College Park** is ranked among the top 20 universities awarding undergraduate degrees in the following disciplines: biology and biomedical science, computer and information science, and engineering. Among Asian American master's degrees produced, **University of Maryland University College** and the **University of Maryland, College Park** are ranked respectively among the top 50.

Institutional Improvements of Programs of Cultural Diversity

Expanding cultural diversity beyond the narrow considerations of race and ethnicity has enabled institutions to strengthen and advance their programs. Articulation of diversity in the mission and as a core value or theme in institutional strategic plans, has led to the development and implementation of specific institutional diversity strategic plans such as in the **University of Baltimore**, **University of Maryland, College Park**, and **University of Maryland University**

College. Another important element in improving existing programs is the integration of programs of cultural diversity with initiatives to close the achievement gap and to increase unrepresented minority student participation in STEM fields. Through on-going school or college, and department level strategic planning, assessment and evaluation of efforts, as well as the creation of institution-wide teams, institutions have linked their programs of cultural diversity with their efforts to close the achievement gap and be more inclusive in STEM disciplines. Institutions that have explicitly linked diversity and achievement gap initiatives include, **Frostburg State University, Salisbury University, Towson University, University of Baltimore, University of Maryland, Baltimore County, University Maryland, College Park, University of Maryland Eastern Shore, and University of Maryland University College.** Through such linkages, institutions have fostered a level of inclusiveness essential to serving all citizens of the state of Maryland.

Salisbury University's Office of University Analysis, Reporting, and Assessment (UARA) provides an annual statistical profile of its students, faculty, and staff to help Salisbury evaluate the current University profile. These results are shared with stakeholders at the University, including representatives from Academic Affairs, Student Affairs, and Finance and Administration. Information is reported through the various shared governance bodies at SU so that the larger community can participate in discussions about cultural diversity on campus.

The **Towson University** Diversity Coordinating Council, charged with facilitating the establishment and maintenance of an inclusive campus environment, consists of high-level administrators and serves as a visible expression of the priority given to the issues of diversity on Towson's campus. The *President's Task Force on Bias, Discrimination and Bullying* was established in 2012 to inform and address immediate concerns directly with the President, review data and identify facts related to formal and informal complaints, to share and coordinate information and action with Towson's Diversity Coordinating Council and Diversity Action Committee and to incorporate the work of Towson University's Diversity Action Plan: Phase II, including campus-wide education on discrimination and privilege, and to coordinate with the *Student Task Force against Bias, Discrimination and Bullying*. Towson remains in Phase II of the *Reflective Process for Diversity* implementation plan that involves the identification of diversity goals by university departments. While all of the departments within administrative divisions have identified diversity goals and in many cases are on their third annual cycle of assessment and evaluation, the University continues to work with academic colleges and departments to develop plans that will facilitate their ability to identify practical and sustainable diversity goals for their respective units.

The **University of Baltimore's** Diversity and Culture Center takes the leading role in coordinating and offering opportunities for students to gain access to structured programs. With regard to students who have traditionally been underserved at the high school level, particularly within the city of Baltimore, the Summer Bridge Program has allowed the institution to offer underprepared students better access to enrollment at UB.

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

Bowie State University has increased its efforts to hire and retain veterans and individuals with disabilities posting job vacancies announcements with Maryland Workforce Exchange and Maryland Department of Rehabilitative Services. One ongoing strategy at **Frostburg State University** is to increase minority enrollment by sending electronic and paper communications to underrepresented students. Through the Student Search Service Company, the Office of Admissions has purchased an increasing percentage of minority names over the last five years from the pool of students who take the PSAT in their junior year of high school. **Salisbury University's** Office of Admissions has developed a Diversity Recruitment Plan targeting African American, Hispanic, and Asian students. The plan includes multiple strategies to reach potential applicants, including beginning a pilot program to conduct on-site admissions programs at feeder high schools with large diverse populations. One of Salisbury's most successful initiatives is the Powerful Connections Program, which assists underrepresented, first-year students with a successful transition to college-level work and facilitates their sense of connectedness to the University community. The Salisbury *TRIO* grant, in its second year of implementation, offers assistance for first-generation, low-income, and differently-abled students at SU.

Towson University began its *Top Ten Percent Admissions Program* in fall 2005 with the goals of recruiting, retaining, and graduating students specifically from the immediate Baltimore metropolitan area. A large number of the students entering in fall 2005 as part of this program were not well prepared for success in a college setting. As this first cohort moved to the second year, TU observed a significant decline in retention and realized that many students in the program with low SAT scores were not successful. Consequently, in fall 2006 Towson began to offer a segment of *Top Ten Percent Admissions Program* applicant's dual admission to Baltimore City Community College or the Community College of Baltimore County rather than direct admission into Towson. These students were guaranteed admission to Towson upon completion of their AA degree.

University of Maryland, College Park efforts to increase the number of students of color focus on: (1) outreach (for example, hosting a College Access Conference); (2) recruitment (for example, holding recruitment program sessions and tours in Spanish); (3) strategies to monitor and review applications from underrepresented students; and (4) yield strategies (for example, an overnight program that targets underrepresented students who have been admitted). The targeted student programs include *Maryland Pathways Program*, *Academic Achievement Program*, *Office of Multi-Ethnic Student Education*, *Center for Minorities in Science and Engineering*, *Incentive Awards Program*, and the *Student Success Initiatives*. With respect to faculty, The Chief Diversity Officer and the Associate Provost for Faculty Affairs are partnering to address issues related to the underrepresentation and disparities in retention and rates of tenuring underrepresented minority faculty. Planning is underway to launch a task force to focus specifically on this issue. Also, a task force on Appointments, Promotion & Tenure (APT) is currently revising the criteria and process, considering how the diversity of faculty and the diversity of faculty research and scholarship impact the equity of the APT process.

Efforts to Create Positive Interactions and Awareness among 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.

- *Instruction and Training of the Student Body, Faculty, and Staff*

Enhancing cultural diversity programs and sensitivity through instruction and training is an ongoing and ever changing process and series of activities carried out in a myriad of ways within and across USM institutions. As indicated above, there are courses and degree programs that focus on and promote cultural sensitivity for students. Clearly, these courses and programs could not have developed without an evolving cadre of culturally sensitive faculty and staff. There is an assortment of cultural sensitivity instruction and training in the professional development activities for faculty and staff across institutions that address, for example, recruitment, selection, and hiring of a diverse faculty and staff, as well as students, domestic and international. **Salisbury University's** Fair Practices Office offers workshops on best practices for creating a successful work environment with employees from diverse backgrounds. The Horizons program is an initiative designed to promote awareness of gay, lesbian, bisexual, and transgender issues on campus, providing training for faculty, students, and staff. **Frostburg State University** offers college-readiness and bridge programs that help prepare underrepresented students for postsecondary education as well as other targeted initiatives. **University of Baltimore** under a new shared governance structure composed of students, faculty, and staff is revising its diversity plan for fall 2013 implementation. In 2012, **Towson University** established the President's Task Force on Bias, Discrimination and Bullying to work with the Student Task Force against Bias, Discrimination and Bullying to share and coordinate information and action with TU's Diversity Coordinating Council and Diversity Action Committee and to incorporate the work of Towson University's Diversity Action Plan.

- *Diversity Councils and/or Diversity Officers*

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

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

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

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

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

Action Committee

University of Baltimore: *Office of Diversity Education*

University of Maryland, Baltimore: *Diversity Advisory Council*

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

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

University of Maryland University College: *Office of Diversity Initiatives*

○ Administrative Diversity Structures and Centers:

The **Frostburg State University** Center for Student Diversity is comprised of several units and offers programs and services for (a) African American Student Development, (b) Asian Pacific Islander/Latino Student Development, (c) Lesbian Gay Bisexual and Transgender Student Development, (d) Women's Resources, (e) Campus Ministries, and (f) Student Success Programs (SAGE & CEEP). The **University of Baltimore** 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 **University of Maryland, Baltimore County 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. **Bowie State University** promotes and advances cultural awareness through its academic programs and specific courses in Psychology, Social Work, Nursing, and Education. The **University of Maryland, Baltimore** Schools of Dentistry, Law, Medicine, Pharmacy, Nursing, and Social Work all have programs and selected courses for ensuring that students develop cultural competence. The **University of Maryland University College** offers an 18 credit hour certificate in diversity awareness in addition to three diversity-related courses in the Undergraduate School curriculum.

• *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 **Towson University** *Speak Up!*

Annual Progress Report on Institutional Programs of Cultural Diversity

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. **Salisbury University** students, faculty, and staff routinely work with people from diverse cultures in the local community as part of their educational mission, but also as a way to demonstrate one of Salisbury's core values, that being engaged citizens means making a connection between what students learn and how they live. With that value in mind, Salisbury is engaged with the local Eastern Shore community in numerous activities that help develop a spirit of appreciation for diverse cultures. The **University of Maryland, Baltimore County** is piloting a Postdoctoral Fellows Program for Faculty Diversity. At **Coppin State University** the Office of Human Resources offers a variety of workshops that support 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.

Conclusion

In this fourth progress report on institutional programs of cultural diversity, particularly noteworthy is the continuing institutional assessment of an important connection 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 limited resources to achieve institutional cultural diversity goals and meet access, retention, and graduation goals generally and in specialized disciplines.

BOWIE STATE UNIVERSITY

Bowie State University
FY 2012 Cultural Diversity Report
Prepared for the University System of Maryland and
The Maryland Higher Education Commission

Introduction

This report was prepared in accordance with the Cultural Diversity Report guidelines prepared by the Maryland Higher Education Commission (MHEC) in December, 2012. The report meets the requirements for Education §11-406 (Plan for Cultural Diversity) and contains four sections: a summary of Bowie State University's Cultural Diversity Plan; efforts to increase the numbers of traditionally underrepresented student, faculty and staff populations; a description of initiatives designed to create positive interactions and cultural awareness across the campus; and student, faculty and staff race/ethnicity data.

Bowie State University has a long-standing commitment to diversity; it values and celebrates diversity in all of its forms. The University community believes that its educational environment is enriched by the diversity of individuals, groups and cultures that come together in a spirit of learning. As the University aspires to even greater racial diversity, it fully embraces the global definition of diversity that acknowledges and recognizes differences and advances knowledge about race, gender, ethnicity, national origin, political persuasion, culture, sexual orientation, religion, age, and disability.

Bowie State University's Approach to Cultural Diversity

The University's 2007-2012 Strategic Plan and the annual planning process provide the framework for promoting cultural diversity across the campus. Strategic Plan, Goal 2 focuses on student recruitment, access and retention. In addition, the Strategic Plan articulates the core values of the University: Excellence, Civility, Integrity, Diversity, and Accountability. A subsequent 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 Bowie State 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 community.

The University's Cabinet is responsible for establishing annual objectives that align with the Strategic Plan and the President's annual goals. Once Cabinet objectives are set, Cabinet members work with divisional departments to develop annual action plans. Cabinet members monitor departmental action plans at least twice each fiscal year. The Cabinet also provides the President a mid-year and final report on divisional objectives.

The University also takes a decentralized approach to support cultural diversity. Annual objectives relating to cultural diversity flow through the Provost and Vice President for Academic Affairs, the Vice President of Administration and Finance and the Vice President for Student Affairs. Cultural diversity goals include: infusing international and diversity awareness in the curriculum (Academic Affairs); expanding co-curricular programs that promote diversity awareness (Student Affairs); recruiting, retaining and graduating a diverse

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student body (Academic Affairs); and recruiting, hiring and retaining diverse faculty, staff and administrators (Administration and Finance).

The University's Institutional Effectiveness indicators inform the leadership and the campus community of numeric progress towards meeting our strategic plan goals and the University's success in adhering to its Core Values. Indicators for Strategic Goal 2 - *Support growth by enhancing recruitment, access and retention efforts university-wide* include improvement in student population ethnic and racial diversity, second year retention rates and six-year graduation rates by sub-populations. The Core Value of Diversity is measured through faculty and staff surveys and the Noel Levitz Student Satisfaction Inventory survey. Each survey is administered every three years. Baseline data indicate that faculty, staff and students agree that the University values diversity.

Underrepresented populations

Students

The 2010-2015 Enrollment Management Plan sets goals and objectives related to student recruitment and marketing strategies. The specific marketing and recruitment goal related to diversity is to increase new student ethnic and geographic diversity each year beginning 2011 through 2015 as measured by a 1.0 % increase annually. Between fall 2011 and fall 2012, the percentage of non-African-American students increased from 12 percent to 13 percent. The non-African-American undergraduate student population increased from 9 percent to 11 percent. The non-African-American graduate student population remained steady at 21 percent. The non-African-American student growth is due in part to greater numbers of students indicating that they are from multi-racial backgrounds. Evidence of BSU's commitment to cultural diversity is seen in all of the critical recruiting documents emanating from the University. Current faculty, students and alumni from diverse backgrounds are highlighted in marketing collateral.

The Department of Nursing, through the MHEC Nursing Accelerated BSN grant, focuses on recruiting second degree and transfer students from culturally diverse backgrounds. The Who Will Care grant, funded by the Maryland Hospital Association, 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 nursing simulation lab.

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Administrative Staff

Bowie State University's workforce consists of a diverse group of dedicated professionals who are committed to implementing the mission of the University. 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. OHR advertises job announcement through diverse media outlets such as The Chronicle of Higher Education, The Washington Post, The Nursing Spectrum, The Association of Fundraising Professionals, The National Collegiate Athletic Association, and Maryland Workforce Exchange. In fall 2012, 22 percent of full-time staff were non-African-American, up from 20 percent in 2008.

Effective July 1, 2009, the State of Maryland offered benefits to same sex domestic partners and their children. OHR informed the campus community about this change in law by producing a handout, a list of "Frequently Asked Questions," and other written materials about the benefits now offered to eligible members of the campus community.

The University has increased its efforts to hire and retain veterans and individuals with disabilities 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 (EEOP) conducts 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. EEOP 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.

The Office of Human Resources conducts 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.

Finally, 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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Faculty

The full-time faculty distinguishes itself through excellence in teaching, scholarship/research, and service. The recruitment of faculty is typically a departmental responsibility. In addition to posting faculty positions on the BSU website, departments usually advertise in HigherEdJobs.com, the Chronicle of Higher Education and discipline specific sites. The percentage of African-American full-time faculty has increased from 67 percent to 73 percent of the core faculty.

The University also sponsors faculty and staff members for H-1B Visas. Over the past four years, the University has sponsored employees from China, India, Jamaica, Japan, Singapore, Trinidad and Nigeria. In addition, the University sponsors faculty members for Permanent Residency.

Creating Positive Interactions and Cultural Awareness

The University goals of infusing international and diversity awareness in the curriculum and expanding co-curricular programs that promote diversity awareness are the two primary approaches that BSU employs to create a welcoming campus climate.

Bowie State University offers many courses and academic programs that support cultural diversity. The following are a sample of programs with significant content related to cultural diversity. Course and program student learning outcomes are assessed on a schedule developed by the department. Student learning assessment findings are reported annually at the programmatic level.

- The Psychology department prepares students for leadership in a global community through the development of their knowledge and skills in the history and theories of psychology, human development, and understanding of individual differences. Research and field experiences prepare students for graduate education and professions in psychology. In **PSYC 311 – Cross-Cultural Psychology**, a required course for psychology majors, students examine the historical, theoretical and methodological perspectives from which the study of culture and cultural differences emerge. It explores the impact of culture on the psychological development of humans. Specific topics include how culture influences cognition, personality, social development, and psychopathology. Guest lecturers from various ethnic groups are invited to participate. In past semesters the focus was on Native Americans. (Number of undergraduate Psychology majors fall 2012 – 323)
- 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. In **SOWK 303 – Poverty: Myths and Realities**, students attend

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homeless shelters to service people of all cultures. In **SOWK 306 – Social Work with Black Families**, students tour 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. 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. In **SOWK 308 – Realities of Aging**, students are required to interview people of different races and cultures about issues pertaining to their race. Guest speakers are invited to speak to students from different races and cultures. (Number of undergraduate Social Work majors fall 2012 – 207)

- 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 prepare 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 focuses on culturally competent care throughout the. 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. (Number of undergraduate Nursing majors (pre- and admitted) fall 2012 – 563. Graduate Nursing majors fall 2012 - 115))
- 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 is embedded in other coursework, in the placement of teacher interns in diverse classroom experiences in the Professional Development Schools (PDSs), and in provision of support for professional development of faculty to attend conferences to learn of other efforts to facilitate student success. (Number of undergraduate Elementary Education majors fall 2012 – 106)

In addition to curricular content, a number of departments support student associations associated with creating a deeper understanding of cultural diversity.

- The Department of Counseling is committed to providing education, training, and leadership to its students to assist them in developing into the most highly skilled, knowledgeable, and competent professionals and practitioners through the integration of theory and practice. Moreover, the thrust of the department is to prepare its students to become competent and skilled in counseling, consultation, and evaluation; to understand persons across all cultures within the profession; and to become competent professionals in meeting the needs of a multicultural and diverse population in the 21st

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century. The Counseling Department's academic programs integrate the theoretical with the practical by combining academic preparation in the area of behavioral sciences as well as related areas of counseling, psychology, and research with practical experiences relevant to a diverse and multicultural population. The Department added a student organization called the **African Psychology Student Association** to help students understand the impact African heritage has on psychological and emotional issues for African American youth and adults. This is accomplished through workshops, seminars and guest speakers provided throughout the year and by having students attend conferences such as Association of Black Psychologists National Conference.

- **Spanish Social Work Club, El Club de la Familia Espanola** – This student association was officially recognized by the University in 2009. Its purpose is to provide a vehicle for social work majors, and other interested students, to create a milieu in which students are able to practice speaking the Spanish language and to be exposed to various aspects of Hispanic cultures through opportunities to serve local Hispanic communities. The Club has sponsored a number of cultural diversity programs, including “Bridging the Gap between Afro-Latinos and African Americans: The African Presence in Latin America,” Spanish poetry readings by Bowie students, and community focused projects.

A number of BSU faculty focus their scholarly activities on cultural diversity issues and awareness. Faculty from Counseling, Education, Nursing, Psychology and Social Work departments have presented scholarly work related to cultural diversity at national and international conferences. Faculty in these departments have submitted numerous peer-reviewed journal articles on issues related to cultural diversity.

Faculty are also engaged in community service supporting cultural diversity. Faculty have served on the Maryland Alliance to Diversify Health Professions, National Strategy to Increase African-American Nurses, Latino Student Nurse Initiative, at the Catholic University of America.

Finally, faculty provide cultural diversity training in the larger Bowie community. Faculty in the Department of Social Work conduct continuing education workshops on cultural diversity at Contemporary Services of Prince George's County as well as the Ivy Community Charities of Prince Georges County, Inc. The Department of Behavioral and Human Services has conducted workshops on ethnographic research methods, which capture cultural diversity where other methods may not.

The University has created the Center for Global Initiatives (CGI), the Office of International Programs and the International Student Office to support international awareness. The CGI organizes programs and activities designed to promote awareness of international issues. The CGI also publishes a newsletter called “Globally Engaged” which highlights international issues of interest to the campus community. The CGI is housed in the College of Arts and

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Sciences. In 2012, Bowie State and China's Shandong Polytechnic University signed an agreement for computer science faculty and student exchanges. In 2011, Bowie and UMCP students traveled to Godfrey Okoye University (GOU) in Nigeria to conduct workshops to GOU students in nucleic acid extraction, Polymerase Chain Reaction (PCR), cloning and transformation, genetic modification of food and DNA fingerprinting. The Center also supports faculty research in El Salvador and Brazil.

The Office of International Programs has been expanding study abroad opportunities. The Department of Behavioral Science and Human Services prepared students for a study abroad experience in India through a special seminar course in the Criminal Justice (CRJU) major. This is an activity that is part of the Mid-Atlantic Consortium – Centers of Academic Excellence, a partnership that includes Morgan State, Elizabeth City State, Virginia State, and Norfolk State, and Bowie State University that prepares students for careers in the intelligence community. Other study abroad trips have been organized by the College of Business (Europe and Ethiopia) and the Health and Wellness Center (Ghana). The Office also sponsored 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.

President Burnim has also participated in events to expand international study and research with the American Association for State Colleges and Universities (AASCU) in China and Brazil. Dr. Burnim shared his experiences with the campus community and anticipates future Bowie State student and faculty exchanges between these two countries.

The University is also focusing on making the transition easier for international students. The Student Affairs division created an International Student office three years ago to serve as the one-stop-shop for these students and to bring international student concerns to the University's attention.

To support sensitivity to Lesbian, Gay, Bisexual & Transgender issues, BSU established the Lesbian, Gay, Bisexual, and Transgender, Queer, Intersex and Allies (LGBTQIA) Resource Center in 2012. The LGBTQIA is the first of its kind at a Historically Black Institution. The Center's mission is to foster an environment that is open, safe and inclusive for people of all sexualities and gender identities. The Center provides resources for anyone who is interested in learning about LGBTQIA issues and concerns.

The Resource Center works with faculty, staff and students to increase awareness and affirmation of LGBTQIA individuals to reduce discrimination and harassment based on sexual orientation and gender identity. In addition, the center collaborates with faculty, staff, and students to develop programs to promote knowledge and awareness. The LGBT Resource Center collaborates with the Gay-Straight Alliance at BSU and other organizations on campus to develop programs, workshops, and activities to raise campus awareness about LGBT concerns. The Resource Center maintains a collection of LGBTQIA resource materials (books

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and pamphlets) for use by the University community. The LGBTQIA Resource Center is a safe space for LGBTIQ students, faculty, staff and their allies.

A number of programs in the Student Affairs Division are offered annually to promote cultural diversity. Since 2008, Bowie State University's Department of Psychology and Disabled Student Services office have co-sponsored **Disability Awareness Day**. This program is designed to provide information to the campus community about physical and psychological disabilities, and also to make the community aware of the resources and support services available. This event is held during the spring semester.

The Counseling Services Center offers a student development workshop series. The series provides a forum for creative expression, artistic performance, and educational programs. The philosophy of the Center derives from the belief that every student has basic and unique needs which must be fulfilled in order to function successfully in a learning environment.

Recognized student organizations at Bowie State University reflect the diverse nature of our student body. These organizations include:

- *Cultural Organizations (4)*: African Student Association, United Caribbean Association, La Familia Espagnola, and Muslim Student Association
- *LGBTQ Organizations (1)* Eyes Wide Shut (Lesbian, Gay, Bisexual, Transgender, Queer Questioning Allied Support Organization)
- *Religious Organizations (6)*: Advent Fellowship, Alpha Nu Omega Sorority, Inc., Apostolic Fellowship, Bethel Campus Fellowship, Christ Side Ministries, and Lighthouse Campus Ministries
- *Women's Organizations (14)*: Alpha Kappa Alpha Sorority, Inc., Alpha Nu Omega Sorority, Inc., Chi Eta Phi Sorority (Nursing), Delta Sigma Theta Sorority, Inc., Golden Girls Cheerleading, Mom Phi Mom, National Council of Negro Women, Sigma Gamma Rho Sorority, Inc., Sisters of Nia, Society of Sophisticated Ladies, Swing Phi Swing Social Fellowship, Tau Beta Sigma National Band Sorority, Virtuous Women, and Zeta Phi Beta Sorority, Inc.
- *Men's Organizations (9)*: Alpha Phi Alpha Fraternity, Inc., Black Male Agenda, Groove Phi Groove Social Fellowship, Iota Phi Theta Fraternity, Inc., Kappa Alpha Psi Fraternity, Inc., Kappa Kappa Psi National Band Fraternity, League of Extraordinary Gentlemen, Omega Psi Phi Fraternity, Inc., and Phi Beta Sigma Fraternity, Inc.

A number of student focused events are held on campus 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

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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.

In conclusion, Bowie State University has committed institutional resources and employees to expand cultural diversity awareness. Students from diverse backgrounds attend BSU. The Affirmative Action Plan sets targets for employee diversity. The curricula in social services programs heighten student cultural awareness. Student Affairs staff offer new programming to meet changing campus community needs. These activities sustain Bowie as an institution that has a welcoming climate for diversity.

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Students

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
	#	%	Male	Female	#	%	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	4731	87%	1715	3016
American Indian or Alaska Native	17	0%	4	13	24	0%	5	19	20	0%	6	14	18	0%	7	11	9	0%	5	4
Asian	91	2%	26	65	92	2%	24	68	80	1%	31	49	79	1%	34	45	93	2%	39	54
Hispanic/Latino	95	2%	34	61	99	2%	34	65	103	2%	36	67	131	2%	48	83	135	2%	47	88
White	266	5%	80	186	234	4%	73	161	227	4%	68	159	214	4%	65	149	198	4%	51	147
Native American or other Pacific Islander	0	0%	0	0	0	0%	0	0	2	0%	0	2	2	0%	0	2	5	0%	0	5
Two or more races	0	0%	0	0	0	0%	0	0	5	0%	1	4	48	1%	13	35	100	2%	22	78
Unknown/Foreign	179	3%	70	109	200	4%	74	126	190	3%	64	126	161	3%	66	95	150	3%	61	89
Total	5483	100%	1910	3573	5617	100%	1944	3673	5578	100%	1980	3598	5608	100%	2067	3541	5421	100%	1940	3481

Source: EIS

Full-time Instructional Faculty

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
	#	%	Male	Female	#	%	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	157	73%	70	87
American Indian or Alaska Native	0	0%	0	0	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	10	5%	7	3
Hispanic/Latino	12	5%	9	3	14	6%	9	5	10	4%	5	5	10	4%	5	5	9	4%	5	4
White	45	21%	29	15	40	17%	26	14	37	16%	23	14	36	16%	22	14	34	16%	21	13
Native American or other Pacific Islander	0	0%	0	0	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	1	0%	0	1
Unknown/Foreign	7	3%	1	6	9	4%	3	6	14	6%	8	6	5	2%	5	0	5	2%	4	1
Total	219	100%	112	106	230	100%	117	113	229	100%	116	113	226	100%	111	115	216	100%	107	109

Source: EDS

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Full-time Staff

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
	#	%	Male	Female	#	%	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	300	82%	113	187
American Indian or Alaska Native	1	0%	0	1	1	0%	0	1	1	0%	0	1	0	0%	0	0	0	0%	0	0
Asian	9	3%	8	1	8	2%	7	1	6	2%	3	3	6	2%	3	3	7	2%	3	4
Hispanic/Latino	7	2%	2	5	7	2%	3	4	10	3%	7	3	8	2%	5	3	6	2%	4	2
White	28	8%	11	17	27	8%	9	18	25	7%	8	17	31	9%	10	21	38	10%	12	26
Native American or other Pacific Islander	0	0%	0	0	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	0	0%	0	0
Unknown/Foreign	23	7%	7	16	29	8%	10	19	27	8%	9	18	33	9%	10	23	14	4%	7	7
Total	336	100%	139	197	342	100%	139	203	338	100%	131	207	355	100%	138	217	365	100%	139	226

Source: EDS

COPPIN STATE UNIVERSITY

COPPIN STATE UNIVERSITY



REPORT ON CULTURAL DIVERSITY INITIATIVES

March 4, 2013

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

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.

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.

The University's 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.

Goals Related to the Mission

CSU is uniquely capable of addressing the preparation of students from the State of Maryland, Baltimore City and County, and particularly, the citizens of West Baltimore. Given the economic and social conditions of West Baltimore, the institution extends its preparations beyond the traditional classroom by providing experiential and authentic learning experiences.

The institution is primarily a teaching institution and has integrated best teaching practices throughout its curriculum and in support of its charter school affiliations. For example, the emphasis on teaching and learning is highlighted through its relationships with two charter schools in West Baltimore. Through the support of the School of Education and the School of Arts & Sciences, the charter schools continuously perform within the top 10 % of its counterparts in Baltimore City Schools. The Coppin Academy (the secondary high school) ranks 2nd within the State on end-of-grade assessments at every content level. These students are given the opportunity to matriculate into the University, increasing the diversity of the profile and educational opportunities.

The University is committed to meeting the educational needs of its urban population which includes the traditional student and the adult learner. Coppin State University is the first higher education institution in the State to assume responsibility for the restructuring and administering a public elementary/middle school and high school in Baltimore City. The University is the only higher education institution in the State to locate a public high school on its campus while serving as the operator.

The university has begun the process of aligning its strategic plan to the USM's five themes and key goals/strategies. In December 2012, a strategic plan for the Division of Academic Affairs was completed with detailed initiatives that support the broader institutional mission. Based on our vision and mission, Coppin State University adopted goals relevant to cultural diversity and overall academic achievement that span to 2016. Only a few selected objectives and priorities relevant to cultural diversity are highlighted below:

- ***Enhance Student success through Graduation***

To ensure the persistence of students through graduation CSU will focus attention on the first year of college -a critical time for retention, learning, and skill development.

- ***Enhance the Academic Core of the University***

Building on our Self-Study accreditation processes along with other key documents will enhance the academic core.

- ***Enhance the Urban Mission of the University***

Based on the university's mission, the university will enhance teaching and learning, increase service learning and advance community engagement opportunities for students, faculty, and staff.

Efforts to Increase Representation of Faculty, Staff, and Students

Faculty Recruitment

Coppin's unique geographic location within the Baltimore City limits makes it an attractive environment for faculty to have careers and focus on instruction, research and service to the University. Overall, faculty members find the campus to be a welcoming environment. 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.

One challenge to date, is the University's high faculty workload. The Division of Academic Affairs is working with the academic deans and the faculty senate to address this issue. Last year, the university reported an average of 8.3 course units taught by tenured and/or tenure-track (core) faculty. The recommendation from the USM Board of Regents is 7.5 course units for the core faculty.

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.

Budget constraints have contributed to the University's inability to be even more aggressive in its recruitment and hiring of an appropriate number of faculty across all of its disciplines. Also, internally, the institution is reviewing all of its academic programs, including faculty and all other resources necessary for successful programming.

Costs for recruiting and hiring faculty vary by discipline (i.e. the addition of two new faculty within the School of Business could run as much as \$220,000).

The following table shows overall, faculty recruitment has somewhat slowed. In AY 2011-12, the University had 292 members of personnel classified in a type of faculty position. This number is down from the previous academic year which was reported to be 312 members of personnel who were faculty positions (full-time faculty; part-time faculty members). The University did have a slight increase in the number of white faculty members, but also experienced a decline in the number of Asian faculty members.

2008-2012 Demographic Profile of All Faculty Members

TABLE 1: Faculty Comparisons

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	241	80	91	150	275	83	110	165	258	83	112	146	233		98	135
American Indian or Alaska Native	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	1
Asian	13	4	10	3	16	5	11	5	16	5	11	5	14		10	4
Hispanic/Latino	1	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0
White	37	12	27	10	34	10	27	7	37	12	25	12	43		29	14
Native American or other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
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	292	0	138	158

Staff Recruitment

The Office of Human Resources (HR) offers a variety of workshops that support 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.

Human Resources also offers a wealth of wellness programs, programs on stress relief, customer service, and other programs that would make recruitment attractive for staff members. Additionally, HR offers an alternative work schedule to selected university employees. Contingent upon agreements with area supervisors, staff members are able to work a schedule that includes working from home and/or working four-day work weeks when possible.

The Information Technology Division continues to offer a series of professional development courses that assist staff on the use of new software such as SharePoint, MicroSoft Lync, and Analytics. These workshops are free.

The following table provides a demographic profile of staff. The University experienced a slight increase in the number of staff members between AY 2010-2011 and AY 2011-2012. Sixteen new staff were hired. However, the majority of these staff members were in contingent I or II positions and were not provided a State personal identification number. More males were hired this year as opposed to the previous academic year.

2008-2012 Demographic Profile of All Staff Members

TABLE 1: Staff Comparisons																
	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	465	88	188	277
American Indian or Alaska Native	0	0	0	0	1	0	0	1	3	1	1	2	4	1	2	2
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	1	0	0	1
White	20	4	12	8	27	6	17	10	32	6	21	11	37	7	25	12
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	3	1	1	2
Did not self identify	2	0	0	2	3	1	3	0	4	1	4	0	6	1	4	2
Total	447	100	170	277	456	100	186	270	514	100	218	296	530	100	230	300

Students

The University's curriculum provides students with broad exposure to ethnic and cultural diversity. Under the direction of the First-Year Experience (FYE) within the University College, General Education courses are broad. Offerings include courses in foreign languages, international studies, humanities, and race relations. Each academic department 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 and frequently throughout the semester, invites speakers to the campus to meet with students in round-table sessions. Many of these sessions are open to the entire campus community.

Student Academic Success Academy (SASA)

The University makes every effort to promote a welcoming environment. Every summer since 2010, the university has offered a six-week comprehensive intervention and enrichment program for incoming first-year students. This campus-based residential program provides additional skills needed for general education requirements and offers personal and professional counseling in areas of financial literacy, career planning, and academic and social survival skills. Approximately 250 students participate annually. A primary aim is to not only increase the success of students as they matriculate through the institution, but also to provide an opportunity for students from diverse backgrounds to be successful, especially if they are first-generation or are simply in need of remediation services prior to the start of university life.

Freshman Male Initiative

This program promotes the successful attendance and graduation of first-time, first-year males. Since its original inception in the fall of 2009, upperclassmen serve as mentors and meet 12 to 15 hours weekly through study sessions and social networking. Services provided include tutoring, team and relationship building, and community outreach. In some cases, the University has been able to provide free classes to select students. Coppin State University encourages and supports the increased involvement of males from various ethnic and cultural backgrounds.

Welcoming Environment in the Residence Halls

Effective fall 2012, first-year undergraduate students will live on campus. This has numerous educational and social benefits. Best practice research also supports this claim. In recognition of the value of the living-learning experience associated with on-campus living, Coppin State University now requires first-year students to live on campus in residence halls.

Study Abroad and 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. Study Abroad opportunities have been expanded to Senegal, Ghana, and other geographic locations.

International Student Coordinator

Central to the role of advisement of international students is the Center for Counseling and Student Development (CCSD). The Center houses an advisor as well as licensed therapists that

help students to adjust to a new campus environment through bonding activities and other specialized programs. Through the International Student Services Program, the CCSD offers individual counseling, support groups, and consultation specifically geared toward adjusting and acculturating to Coppin as well as the United States and its customs. The Center maintains relationships with federal agencies, providing a support toward attainment of educational goals, assisting with obtaining employment, fostering healthy transitions from their country of origin, and assisting with acculturation and adjustment needs. Currently, the campus has over 60 students with active student visas on campus. Approximately, 80% of them are female and 20% are male. The students represent islands such as those in the Caribbean, Serbia, and countries in Russia, Africa, and the United Kingdom. The University continues to recruit a diverse body for academics and athletics.

Community College Transfers

The University visits over 15 Community Colleges, hosts transfer days, a transfer week, 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. Last year, the University received over 250 transfers from Maryland Community Colleges, Maryland Four-Year Public and Private Institutions, and Out-of-State Institutions. The University continues to make efficient use of ARTSYS, the Articulation System of the University System of Maryland and plans to enhance its marketing and recruitment efforts related to transfer students.

2008-2012 Demographic Profile of All Students

TABLE 1: Student Comparisons																
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	3473	86	722	2751	3353	88	766	2587	3326	88	764	2562	7	0%	1	6
American Indian or Alaska Native	4	0	2	2	2	0	1	1	5	0	2	3	3,484	91%	849	2635
Asian	10	0	0	10	9	0	3	6	9	0	4	5	4	0%	0	4
Hispanic/Latino	17	0	8	9	16	0	6	10	26	1	7	19	39	1%	17	22
White	90	2	25	65	51	1	19	32	61	2	24	37	34	1%	6	28
Native American or other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	66	2%	26	40
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	143	4%	37	106
Total	4051	100	896	3155	3801	100	904	2897	3801	100	902	2898	36	1%	11	25

Promoting Cultural Awareness Across the Campus

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.

Staff members who are primarily 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 a mix of staff, faculty and students from diverse ethnic and cultural backgrounds. The event is open to the entire campus.

Student Union Marketplace

Annually, vendors from all cultural backgrounds participate and 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. Invitations are sent out to the Coppin Campus and Community and to surrounding Baltimore businesses.

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.

School/Department Level Programming

Each semester, selected schools and departments hold workshops and seminars which are open to the campus community. These programs include public sessions on cultural awareness through book discussions and signings, art exhibits, theatrical performances, and intellectual discussions open to students, faculty and staff members.

FROSTBURG STATE UNIVERSITY



Frostburg State University
Cultural Diversity Program
Progress Report

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

March 2013

Executive Summary

This report presents a progress update of the Frostburg State University (FSU) Cultural Diversity Program for the time period of February 2012 to February 2013. Through implementation of strategies identified in this report, the University continues to diligently pursue the five overarching goals of the program.

The University continues to commit resources toward recruiting and enrolling a growing number of undergraduate minority and first-generation students (**Goal 1**). The University has consistently experienced growth in the number of undergraduate minority students enrolled over the last five years - from a total of 1,196 minority undergraduates in fall 2008 to 1,548 in fall 2012, representing a 29.4% increase. African-American student headcount has also grown over the last five years, from 1,004 in fall 2008 to 1,161 in fall 2012.

One ongoing strategy to increase minority enrollment is sending electronic and paper communications to underrepresented students. Through the Student Search Service company, the Office of Admissions has purchased an increasing percentage of minority names over the last five years from the pool of students who take the PSAT in their junior year of high school. Other strategies include sponsoring University bus trips to the FSU campus, arranging off-campus admitted student receptions, and enhancing and promoting college-readiness and bridge programs. In addition to the University's efforts to further recruit minority first-time students, the Office of Admissions also commits resources toward admitting more students who transfer to FSU from Maryland community colleges and an increasing number of these transfer students are from minority groups.

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. Over the reporting period, Frostburg has increased the overall second-year student retention rate for the University, as well as the rate for its African-American students. However, the six-year graduation rates for the University and for African Americans in particular have decreased slightly.

University's second-year retention rate of undergraduates improved from 71.0% (cohort fall 2010) in fall 2011 to 72.0% (cohort fall 2011) for fall 2012. Its second-year retention rate for African-American students increased from 71.0% (cohort fall 2010) in fall 2011 to 77.0% (cohort fall 2011) in fall 2012, as did the rate for all minorities, from 70.0% to 74.0%.

During the same time period, the six-year graduation rate of undergraduates decreased from 45.0% for cohort year 2005 to 44.0% for cohort year 2006. The University also experienced a decrease in the six-year graduation rate for African-Americans, from 43.0% for cohort year 2005 to 41.0% for cohort year 2006, while the rate for all minorities declined from 40.0% for cohort year 2005 to 39.0% for cohort year 2006.

The University critically reviews and strengthens its efforts to attract quality students to its campus and raise retention and graduation rates. One important new strategy is the Presidential Merit Scholarships program, which specifically focuses on recruiting students who have demonstrated academic excellence. The University has also worked to enhance and strengthen first-year programs that enhance academic performance and student retention. These enhancements include a revision of the University's Introduction of Higher Education (IHE) course to ensure that all freshmen are well-versed in the skills required for academic success, such as learning strategies, time management, campus resources, and academic requirements and policies.

Frostburg's Closing the Achievement Gap Task Force develops and expands upon strategies and resources that attract quality students to the campus and increase retention and graduation rates. To help support FSU's Closing the Achievement Gap efforts, the University in February 2012 received a Maryland College Access Challenge Grant to improve the persistence rate of Pell-awarded, academically at-risk freshman and sophomore male students. The main components of this grant-based program, entitled the *Championship Forum*, are

intrusive advising with academic coaches; mandatory workshops covering financial literacy, learning strategies, personal growth topics; and weekly study hall sessions. Participants who fulfill program requirements are eligible for stipends of \$250 each semester. Also incorporated into FSU's Closing the Achievement Gap efforts is the adoption of a web-based early alert system that helps the University identify students who are facing academic and individual issues preventing them from reaching their full academic potential.

Frostburg's Closing the Achievement Gap work includes increased allocation of need-based student financial aid to make education more affordable. More than 80% of FSU students receive some form of financial aid. Since 2007, FSU has allocated additional funds toward need-based awards. Spending on institutional aid has increased by 55% between 2007 and 2012. Among those need-based awards are at least \$100,000 each year to first-generation, low-income college students who participate in the University's Student Support Services Program. The University intends to continue increasing the amount of need-based awards allocated to students over the next five years.

Course redesign also plays a significant role in the University's Closing the Achievement Gap efforts. The University has successfully implemented course redesign across many curricular areas, including general psychology, developmental mathematics and intermediate algebra, communication studies, and English composition. Frostburg is now in the process of redesigning introductory biology and chemistry. Data from the developmental mathematics program, in place long enough to allow evaluation, show Frostburg students enrolled in redesigned courses performed better than those in traditionally taught courses.

The University's Closing the Achievement Gap work also focuses on expanding and strengthening student support, monitoring, and advising programs. During the fall 2012 semester, the University strengthened its academic advising programs by providing more professional development opportunities for academic advisors. These opportunities promote better continuity and effectiveness in student advising. The University also provides extensive student support through the Center for Advising and Career Services, academic support services offered through PASS (Programs Advancing Student Success), and the TRIO Student Support Services office. Support includes tutoring, mathematics support, study groups, academic advising, career development, and assistance with the financial aid process. The Programs Advancing Student Success (PASS) office has also developed a persistence program to help students improve their grades, study effectively, and attain a Bachelor's degree. Students who earned below 2.3 GPA their first semester are offered a course their second semester that teaches strategies to help them succeed in spite of the academic and personal obstacles that impeded their progression in the past.

The University is continually working to increase diversity among its faculty and staff (**Goal 3**). In November 2012, the University's workforce consisted of 1,084 full- and part-time employees (378 faculty and 706 staff members). The percentage of tenured/tenure-track minority faculty members increased by 3.2% during the reporting period (from 10.9% in 2011 to 14.1% in 2012), while the percentage of non-tenure-track minority faculty members decreased slightly from 5.1% in 2011 to 4.8% in 2012. Over the same time period, there was a 2.0% increase in the percentage of minority staff members (from 5.1% for 2011 to 7.1% for 2012).

In February 2013, FSU's Office of Human Resources implemented a new applicant tracking system that automates the entire hiring process and requests demographic information from applicants regarding race and ethnicity. The system includes an employee on-boarding module that will allow the University to: (1) ensure that employees feel welcome, comfortable, prepared, and supported by their department and by the institution as a whole; (2) increase employees' ability to make an impact with the University, both long- and short-term; and (3) help employees to succeed in their occupations, leading to increased retention and allowing the University to continue to meet its mission.

Frostburg State University's Cultural Diversity Program works to create a welcoming and safe environment that promotes the understanding of cultural diversity (**Goal 4**). An important action priority of the

program and the University's strategic plan is the building of intercultural understanding and broadening of cultural awareness on campus by encouraging students to engage with cultures different than their own. Several ongoing initiatives help to address this priority, including the work of the President's Advisory Council on Diversity, Equity, and Inclusion; the work of FSU's Diversity Center; and academic programs that enhance the multicultural quality of the University's curriculum.

Over the past year, the President's Advisory Council for Diversity, Equity, and Inclusion (PACDEI) revised its mission and goals to ensure alignment with the University's strategic plan. The revised mission focuses on the PACDEI's efforts to further promote a campus community that values and embraces all genders, races/ethnicities, languages, sexual orientations, ages, faiths, cultural and social class contexts, and intellectual and physical abilities.

The University's Diversity Center promotes increased understanding of multiculturalism by helping students develop the skills needed to work effectively within FSU's diverse community and ensuring that the campus environment is welcoming and inclusive. Over the reporting period, it was determined that the addition of an Assistant Director would enhance the Center's ability to effectively serve student groups and increase the quality, quantity, and variety of programs and services it offers. As a result, resources were directed toward filling the position, and a search was successfully completed in July 2012. In addition to offering activities, workshops, and programs that help members of the University better understand cultural differences and develop respect for others, the Diversity Center serves as an advising and support resource for student organizations that focus on diversity issues.

Frostburg enhances the multicultural quality of its curriculum through its African-American Studies and Women's Studies minors, as well as its major and minor programs in International Studies. All of these programs have at least their introductory courses offered as part of the General Education Program. Multiculturalism is also incorporated into the curriculum through the University's General Education Program category of Identity and Difference. The twenty-seven courses in this category encourage the consideration of culture, race, gender, ethnicity, class, and global imperatives in the dynamic formation of cultural identity.

The University's Center for International Education (CIE) promotes the understanding of international cultures on campus (**Goal 5**) by increasing international student enrollment. The enrollment of international students at FSU increased 16.7% during the past year, from 90 students from 17 countries in fall 2011 to 105 students from 20 countries in fall 2012. Since fall 2007, when only 28 international students were present at the University, the number of international students attending FSU has increased by 275 percent.

Fourteen exchange students from partner institutions were welcomed by FSU in spring 2012 and an additional 33 exchange students were welcomed in fall 2012. Furthermore, two visiting research scholars from Hunan University of Commerce visited the University to observe teaching methods and conduct research in the area of English. Additional visiting research scholars are expected in AY 2013-2014.

Frostburg State University continues to work towards increasing global opportunities for FSU students and faculty. A total 38 students enrolled in study abroad programs administered by the FSU Center for International Education over the reporting period. During the same time period, 32 students participated in international experiential learning programs organized by the College of Business, the Office of Graduate Services, and the Center for International Education.

In addition, international programming has been added to the goals of a growing number of campus organizations and student groups. The development of global leadership is one of the four major competencies that FSU has developed with its new Leadership Competency Model. The model is beginning to be used in student organizations across the campus, such as in the President's Leadership Circle (PLC), a group first established in 2009 that includes up to 12 undergraduate students whose leadership has made significant contributions to the University.

This year, PLC students had the option of participating in a multicultural experience while living in the Amazon Rainforest or teaching clean water practices in rural areas of Uganda. Each group will be presenting at University sessions during Earth Week and sharing their experiences with Maryland high school students and government officials in Washington, D.C.

In AY 2012-13, the 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 Japanese Cultural Club.

Section I: Implementing and Evaluating FSU's Cultural Diversity Program

This report discusses Frostburg State University's (FSU) progress toward achieving the goals outlined in its February 2009 Cultural Diversity Program for the most recent reporting period (February 2012 to February 2013). Five-year demographic data for 2008 to 2012 are provided in Appendix A, with separate tables for faculty, staff, and students. Through implementation of strategies identified in this report, the University diligently pursues the five overarching goals of the program:

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

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

Goal 3: Enhance the Cultural Diversity of Faculty and Staff

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

Goal 5: Promote the Understanding of International Culture

In Section II of this report, *Increasing the Numerical Representation of Traditionally Underrepresented Groups Among Students, Faculty, and Staff*, the University's strategies to promote cultural diversity and student success on its campus by recruiting, enrolling, retaining, and graduating undergraduate minority and first generation students (Goals 1 and 2) are discussed and evaluated. This section of the report also evaluates the University's strategies to enhance the cultural diversity of its faculty and staff (Goal 3).

Section III of this document, *Creating Cultural Awareness among Students, Faculty, and Staff*, contains a discussion and evaluation of Frostburg's strategies to create a campus environment where cultural diversity is strongly promoted and valued by all members of the University community (Goal 4). Creating cultural awareness at Frostburg also necessarily involves internationalizing the campus (Goal 5), and the University's efforts to bring global perspectives and ideas to the campus are also presented and evaluated under Section III.

Section II: Increasing the Numerical Representation of Traditionally Underrepresented Groups among Students, Faculty, and Staff

In an effort to enhance the cultural diversity of its campus, Frostburg State University includes in its Cultural Diversity Program strategies that focus on effective recruitment, enrollment, and retention of students from traditionally underrepresented groups. The University commits resources to enhancing existing initiatives that focus on the recruitment and retention of a culturally diverse faculty and staff, as presented below.

Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students (FSU Goal 1)

The University has consistently experienced growth in the number of undergraduate minority students enrolled over the last five years - from a total of 1,196 minority undergraduates in fall 2008 to 1,548 in fall 2012, representing a 29.4% increase (see Table 1 in Appendix A). African-American student headcount has also grown over the last five years, from 1,004 in fall 2008 to 1,161 in fall 2012.

Enhancing Marketing and Recruitment Efforts that Target Underrepresented Students

In an effort to recruit a growing number of minority and first-generation students, Frostburg sends mailings and electronic communications to underrepresented students who meet FSU admissions criteria (*Strategy 1.1*). Through the Student Search Service company, the Office of Admissions has purchased an increasing

percentage of minority names over the last five years from the pool of students who take the PSAT in their junior year of high school. As shown in Table 1 below, minorities represented 26.0% of the total names purchased for the fall 2008 entering freshman class, as compared to 29.2% for the fall 2012 class.

Admissions counselors travel to high schools in targeted urban areas, including Baltimore, Montgomery, and Prince George's counties and Washington, D.C. In addition, the admissions office hired a bilingual admissions counselor in January 2012 to assist with the recruitment of Hispanic students.

Table 1
Student Search Service Comparisons
Fall 2008 to Fall 2012

Race/ Ethnicity	Fall 2008 Entering Class		Fall 2009 Entering Class		Fall 2010 Entering Class		Fall 2011 Entering Class		Fall 2012 Entering Class	
	N	%	N	%	N	%	N	%	N	%
Unknown	1,420	3.8%	1,559	3.9%	1,546	3.8%	1,381	3.8%	1,582	4.4%
African American/Black	5,150	13.7%	5,292	13.2%	5,709	13.9%	4,886	13.6%	4,951	13.8%
Amer Ind or Alaska Nat	159	0.4%	167	0.4%	189	0.5%	165	0.5%	175	0.5%
Asian	2,901	7.7%	3,423	8.6%	3,608	8.8%	3,384	9.4%	3,405	9.5%
Hispanic/Latino	1,551	4.1%	1,843	4.6%	2,003	4.9%	1,812	5.0%	1,917	5.4%
White	26,317	70.2%	27,671	69.3%	28,041	68.2%	24,348	67.7%	23,793	66.4%
All	37,498	100.0%	39,955	100.0%	41,096	100.0%	35,976	100.0%	35,823	100.0%

Data Source: PeopleSoft Queries F08, F09;orig SSS file F10, F11, F12

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

Ongoing University-sponsored bus trips and admitted student receptions are essential components of the University's efforts to enroll an increasing number of traditionally underrepresented student groups (**Strategy 1.2**). The admissions office hosted approximately 240 prospective fall 2012 students during 10 different bus trips to FSU from primarily minority high schools. Also as part of its recruitment efforts for the fall 2012 entering class, Admissions held student receptions in Gaithersburg and Annapolis, where 45.8% of reception attendees were minorities (27 of 59 students).

Enhancing and Promoting College-Readiness Programs

College-readiness and bridge programs that help prepare underrepresented students for postsecondary education are important initiatives at Frostburg (**Strategy 1.4**). Over the last three years, the grant-based Upward Bound program has served a total of 115 students, and 11% of these participants were minorities. Additional academic support for underrepresented high school students from Allegany, Garrett, Washington, and Frederick counties and Baltimore City is provided by FSU's Upward Bound Regional Math/Science Center (**Strategy 1.5**). An average of 66% of program participants over the last five years self-identified as minorities. Of the 182 former program participants who graduated from high school before 2008, 164 (90%) subsequently enrolled at a college or university and 108 (66%) obtained a bachelor's or associate's degree. Sixty-one percent (61%) of the degree awarded to these students were in a mathematics or science discipline.

Increasing the Number of Underrepresented Students Transferring from Community Colleges

In addition to the University's efforts to further recruit minority first-time students, the Office of Admissions also commits resources toward admitting more students who transfer to FSU from Maryland community colleges (**Strategy 1.3**), and an increasing number of these transfer students are from minority

groups. Table 2 below shows the number and percentage of minority students entering as new transfer students, which has increased by 10.2% over the last five years (from 13.5% in fall 2008 to 23.7% in fall 2012).

Table 2
Transfer Students by Race/Ethnicity
Fall 2008 to Fall 2012

Race/Ethnicity	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	N	%	N	%	N	%	N	%	N	%
Unknown	5	1.3%	7	1.7%	6	1.5%	3	0.6%	3	0.6%
African American/Black	39	10.5%	56	13.5%	60	14.5%	85	18.1%	78	16.7%
Amer Ind or Alaska Nat	1	0.3%	3	0.7%	.	.	1	.	1	.
Asian	4	1.1%	2	0.5%	2	0.5%	4	0.9%	8	1.7%
Hisp/Latino	6	1.6%	7	1.7%	14	3.4%	15	3.2%	12	2.6%
White	298	80.3%	311	74.8%	304	73.6%	318	67.7%	320	68.4%
Other	18	4.9%	30	7.2%	27	6.5%	31	6.6%	34	7.3%
Hawaiian	.	.	.	.	.	.	.	.	1	.
Two or More Races	.	.	.	.	.	.	13	2.8%	11	2.4%
All	371	100.0%	416	100.0%	413	100.0%	470	100.0%	468	100.0%

Data Source: Enrollment Information System File (EIS)

Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students (FSU Goal 2)

Over the reporting period, Frostburg has increased the overall second-year student retention rate for the University, as well as the rate for its African-American students. However, the six-year graduation rates for the University and for African Americans in particular have decreased slightly.

The University's second-year retention rate of undergraduates improved from 71.0% (cohort fall 2010) in fall 2011 to 72.0% (cohort fall 2011) for fall 2012. Its second-year retention rate for African-American students increased from 71.0% (cohort fall 2010) in fall 2011 to 77.0% (cohort fall 2011) in fall 2012, as did the rate for all minorities, from 70.0% to 74.0%.

During the same time period, the six-year graduation rate of undergraduates decreased from 45.0% for cohort year 2005 to 44.0% for cohort year 2006. The University also experienced a decrease in the six-year graduation rate for African-Americans, from 43.0% for cohort year 2005 to 41.0% for cohort year 2006, while the rate for all minorities declined from 40.0% for cohort year 2005 to 39.0% for cohort year 2006.

The University critically reviews and strengthens its efforts to attract quality students to the campus and raise retention and graduation rates. One important new strategy is the Presidential Merit Scholarships program, which specifically focuses on recruiting students who have demonstrated academic excellence. Twenty-six scholarships have been created since July 2010 with commitments totaling \$218,351. The program's goal is to secure \$2.5 million in merit-based scholarships for high-academic achievers by July 2015. This program, and the additional initiatives discussed below, are expected to enhance both performance measures and meet benchmarked goals.

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

The University's Introduction to Higher Education (IHE) course was reviewed by a committee of faculty and staff in the spring of 2012, with the goal of determining IHE's role as part of first-year academic programming. The group recommended that coursework focus on ensuring students are well-versed in the skills required for academic success (*Strategy 2.1*), such as learning strategies, time management, campus

resources, and academic requirements and policies. These and other components important to student retention and success (financial literacy, diversity education, sexual assault awareness, and career exploration) were incorporated into the revised course requirements and shared with faculty as part of three training sessions conducted in summer 2012. The University expects these changes will result in greater consistency among IHE course activities and instruction, with the ultimate result of a more uniform first-year experience for all freshmen.

In summer 2012, the University assessed procedures regarding the mentorship of academic warning and probation students, who were in need of more information on institutional policies, procedures, and developmental opportunities. Beginning in the fall of 2012, informational workshops were moved from mid semester to the first week of classes to allow for students to change existing course schedules without penalty. As a result of this adjustment, workshop attendance (approximately 30% of the students invited) was higher than in the past. Information presented at the workshop included a degree progress report, grade calculator, and discussion of course repeat policies. Attendees were asked to submit personalized academic strategies to address deficiencies in academic behaviors, summarize social and campus connections, and predict semester GPA and expected number of meetings with advisors. Representatives from Programs Advancing Student Success, Financial Aid, and other student service offices discussed available services and announced upcoming developmental workshops. During the fall 2012 semester, workshop presenters plan to share data on participating students and determine whether attendance at these workshops has improved student success rates.

Closing the Achievement Gap

The University's Closing the Achievement Gap Task Force develops and expands upon strategies and resources that help to attract quality students to its campus and increase retention and graduation rates (**Strategy 2.2**). In February 2012, FSU was awarded a Maryland College Access Challenge Grant to improve the persistence rate of Pell-awarded, academically at-risk freshman and sophomore male students. The main components of this grant-based program, entitled the *Championship Forum*, are intrusive advising with academic coaches; mandatory workshops covering financial literacy, learning strategies, personal growth topics; and weekly study hall sessions. Participants who fulfill program requirements are eligible for stipends of \$250 each semester.

Fifty students were recruited to the program in March 2012, 36 of which actively participated during the spring 2012 semester. Of those students, ten entered the program on academic probation; at the end of that semester, seven had earned grades sufficient to remove them from probation. In addition, five other program participants earned Dean's List honors. One student was academically dismissed and two remain on academic probation; overall, 92% of the participants were in good academic standing in the fall of 2012. With 33 students returning for the fall, the persistence rate for the group is 92 percent. Twenty-one returning students earned the full stipend and 12 returning students earned partial stipends. Recruitment of new participants, particularly low-income freshman males, is continuing, with the goal of adding 20 to 25 new students early in the fall semester.

Beginning in the fall of 2012, Frostburg adopted an early alert system that helps the University identify students who are facing academic and individual issues preventing them from reaching their full academic potential. This web-based solution focuses on a variety of factors that are the strongest predictors of student success and can be used to create timely reports about students who are facing difficulties or challenges. These reports can then be acted on by faculty advisors and staff.

Frostburg has focused on access by continuing to increase the allocation of need-based student financial aid to make education more affordable. More than 80% of FSU students receive some form of financial aid. Since 2007, FSU has allocated additional funds toward need-based awards. Spending on institutional aid has increased by 55% between 2007 and 2012. Among those need-based awards are at least \$100,000 each year to

first-generation, low-income students who participate in the Student Support Services Program. The University intends to continue increasing the amount of need-based awarded allocated to students over the next five years.

Expanding Course Redesign and Improving Skills in Mathematics

As part of its Closing the Achievement Gap Initiative, the University has successfully implemented course redesign across several curricular areas, including general psychology, developmental mathematics and intermediate algebra, communication studies, and English composition. Frostburg is now in the process of redesigning introductory biology and chemistry. Data from the developmental mathematics program, in place long enough to allow evaluation, show Frostburg students enrolled in redesigned courses performed better than those in traditionally taught courses (see Table 3).

Table 3
DVMT 100: Intermediate Algebra
Course Redesign Model Results for Full Implementation
Spring 2012

DVMT 100	Pass	Fail	Total	Pass Rate	Fail Rate
Spring 2011	28	27	55	50.9%	49.1%
Fall 2011	157	40	197	79.7%	20.3%
Spring 2012	76	24	100	76.0%	24.0%
Passed DVMT in Fall 2011					
Math 102	Pass	Fail	Total	Pass Rate	Fail Rate
Spring 2012	47	46	93	50.5%	49.5%
No DVMT in Fall 2011					
Math 102	Pass	Fail	Total	Pass Rate	Fail Rate
Spring 2012	29	33	62	46.8%	53.2%
Passed DVMT in Fall 2011					
Math 106	Pass	Fail	Total	Pass Rate	Fail Rate
Spring 2012	52	25	77	67.5%	32.5%
No DVMT in Fall 2011					
Math 106	Pass	Fail	Total	Pass Rate	Fail Rate
Spring 2012	25	17	42	59.5%	40.5%

Expanding and Strengthening Student Support, Monitoring, and Advising Programs

During the fall 2012 semester, the University strengthened its academic advising programs by providing more professional development opportunities for academic advisors. These opportunities promote better continuity and effectiveness in student advising.

The University provides extensive student support through the Center for Advising and Career Services, academic support services offered through PASS (Programs Advancing Student Success), and the TRIO Student Support Services office. Support includes tutoring, mathematics support, study groups, academic advising, career development, and assistance with the financial aid process.

The Programs Advancing Student Success (PASS) office developed a persistence program to help students improve their grades, study effectively, and attain a Bachelor's degree (*Strategy 2.3*). Students who earned

below 2.3 GPA their first semester are offered a course their second semester that teaches strategies to help them succeed in spite of the academic and personal obstacles that impeded their progression in the past.

Enhance the Cultural Diversity of Faculty and Staff (FSU Goal 3)

One of Frostburg State University's fundamental goals is to increase diversity among its faculty and staff. In November 2012, the University's workforce consisted of 1,084 full- and part-time employees (378 faculty and 706 staff members). As shown in Table 2 of Appendix A, the percentage of tenured/tenure-track minority faculty members increased by 3.2% during the reporting period (from 10.9% in 2011 to 14.1% in 2012), while the percentage of non-tenure-track minority faculty members decreased slightly from 5.1% in 2011 to 4.8% in 2012. Over the same time period, there was a 2.0% increase in the percentage of minority staff members (from 5.1% for 2011 to 7.1% for 2012 - see Table 3 in Appendix A).

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

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

In February 2013, FSU's Office of Human Resources implemented a new applicant tracking system that automates the entire hiring process and requests demographic information from applicants regarding race and ethnicity. The system includes an employee on-boarding module that will allow the University to:

- Ensure that employees feel welcome, comfortable, prepared, and supported by their department and by the institution as a whole.
- Increase employees' ability to make an impact at the University, both long- and short-term.
- Help 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, 22 faculty searches were conducted in 2012, with 4.0% of the positions filled by minority applicants (**Strategy 3.2**). In the College of Liberal Arts and Sciences, two African-American and two Asian faculty members were hired over the reporting period. In addition, one Asian faculty was hired in the College of Business, and two non-tenure track African American faculty members were hired in the College of Education.

The FSU administration has experienced an increase in minority hires since the implementation of the Minority Recruitment Plan (**Strategy 3.2**). In 2012, 41 administrative searches were completed and, of these searches, minorities filled 9.7% of the positions.

In an effort to help retain minority faculty and staff, the University's mentoring program is designed to help new employees feel welcomed and part of the campus community. During 2012, 17 new employees were matched with mentors (**Strategy 3.3**).

Section III: Creating Cultural Awareness among Students, Faculty, and Staff

Create a Campus Environment that Promotes the Understanding of Cultural Diversity (FSU Goal 4)

An important action priority of the Cultural Diversity Program and the University's strategic plan is the building of intercultural understanding and broadening of cultural awareness on campus by encouraging students to engage with cultures different than their own. Several ongoing initiatives help to address this priority, including the work of the President's Advisory Council on Diversity, Equity, and Inclusion; the work of FSU's Diversity Center; and academic programs that enhance the multicultural quality of the University's curriculum.

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

Over the past year, the President's Advisory Council for Diversity, Equity, and Inclusion (PACDEI) revised its mission and goals to ensure alignment with the University's strategic plan. The revised mission focuses on the PACDEI's efforts to further promote a campus community that values and embraces all genders, races/ethnicities, languages, sexual orientations, ages, faiths, cultural and social class contexts, and intellectual and physical abilities.

In August 2012, new PACDEI members were selected through an application and interview process and were required to complete NCBI training, including a mandatory two day workshop. The PACDEI established new work teams to progress toward meeting its goals, which include:

- Creating a welcoming and safe campus climate for students, faculty, and staff
- Recruiting and retaining a culturally rich population of students, faculty, and staff
- Promoting mutual respect through the voicing of concerns in civil discourse
- Encouraging and supporting collaborative initiatives and activities
- Assuring University policies and procedures are congruent with the above goals
- Utilizing the principles and skill sets of NCBI in fulfilling its mission

The University Diversity Center

The University's Diversity Center promotes increased understanding of multiculturalism by helping students develop the skills needed to work effectively within FSU's diverse community and ensuring that the campus environment is welcoming and inclusive. Over the reporting period, it was determined that the addition of an Assistant Director would enhance the Center's ability to effectively serve student groups and increase the quality, quantity, and variety of programs and services offered. As a result, resources were directed toward filling the position, and a search was successfully completed in July 2012.

The Diversity Center offers activities, workshops, and programs that help students, faculty, and staff develop a better understanding of cultural differences and respect for individuals of backgrounds different from their own. Under the leadership of the Center, several workshops were held for students, faculty and staff as part of FSU's affiliation with the National Coalition Building Institute, Inc. (NCBI). During the spring 2012 semester, a violence prevention workshop model was twice presented during the *Enough is Enough* campaign, and this model was again utilized to train approximately 60 Residence Life Office staff in August 2012. In addition, the annual diversity retreat was held in October 2012 and included a full-day workshop with 45 participants and two facilitators. Also in the fall of 2012, two workshops were held for Greek Life with 40 students attending, and first-semester freshmen in 94% of Introduction to Higher Education course sections participating in *Welcoming Diversity: Leadership for Equity and Inclusion* workshops. In December 2012, the Center established "listening tables," a service that introduces students to the NCBI team and provides them with listeners who utilize NCBI skills and principles to provide relief from end-of-the-semester stress.

Another important responsibility of the Diversity Center is to serve as an advising and support resource for student organizations that focus on diversity issues. These organizations include the Black Student Alliance (BSA), the Latin American Student Organization (LASO), the Chinese Cultural Club (CCC), the African Student Association (ASA), the African American Studies Society (AASS), BTGlass, the Hillel (Jewish Student) organization, and the Muslim Student Association (MSA). In addition, a new on-campus student organization, the National Council of Negro Women (NCNW), was established in September 2012, with an initial membership of five faculty/staff advisors and more than 75 students. The goals of this organization include reducing violence toward women and providing academic support in an effort to increase the retention and graduation of female students.

Enhancing the Multicultural Quality of the Curriculum

Frostburg State University enhances the multicultural quality of its curriculum through its African-American Studies and Women's Studies minors, as well as its major and minor programs in International Studies. All of these programs have at least their introductory courses offered as part of the General Education Program.

Multiculturalism is also incorporated into the curriculum through the University's General Education Program category of Identity and Difference. The twenty-seven courses in this category encourage the consideration of culture, race, gender, ethnicity, class, and global imperatives in the dynamic formation of cultural identity. The principal objective of these courses is to introduce students to the varied perspectives that determine values in a complex, global society and to induce appreciation of how power operates to include and exclude groups across societies within the United States. In addition, these courses are intended to encourage students to understand the social, political, economic, and institutional complexities of a national culture outside the United States, or to learn methods of functioning effectively in a complex global culture.

Promote the Understanding of International Cultures (FSU Goal 5)

The University's Center for International Education (CIE) places an emphasis on recruiting international students in order to increase global awareness at FSU (**Strategy 5.1**). International student enrollment increased 16.7% during the past year, from 90 students from 17 countries in fall 2011 to 105 students from 20 countries in fall 2012. Since fall 2007, when only 28 international students were present at the University, the number of international students attending FSU has increased by 275 percent.

Increasing the Number of International Students

In 2012, Frostburg State University continued its tradition of strong international student exchange agreement programs with its partner institutions, including:

- Hunan Normal University in Changsha, China
- Mary Immaculate College in Limerick, Ireland
- University of Northumbria in Newcastle, England
- University College UCC in Copenhagen, Denmark
- Chung Hua University, Taiwan
- Fo Guang University, Taiwan
- Nat'l Dong Hwa University, Taiwan
- Nat'l Taipei College of Business, Taiwan
- Nat'l United University, Taiwan
- Vanung University, Taiwan
- Communications University of China
- Dongfang College, China
- Hunan University of Commerce, China

Fourteen exchange students from partner institutions were welcomed by FSU in spring 2012, and an additional 33 exchange students were welcomed in fall 2012. Furthermore, two visiting research scholars from Hunan University of Commerce visited the University to observe teaching methods and conduct research in the area of English. Additional visiting research scholars are expected in AY 2013-2014.

The Center for International Education also works to assist international students' academic success and assimilation into the University community and local areas. Besides the offered intermediate- and advanced-level ESL classes for exchange students who require additional language training, CIE also provides cultural learning activities for exchange students to interact with U.S. students. The Center offered a study abroad/cultural fair in fall 2012 that promoted exchange of cultures between current FSU international students and American students.

Enhancing International Programming

Several new FSU programs were created to facilitate the understanding of international cultures in 2012 (**Strategy 5.2**), including:

- The Center for International Education introduced a new program that combined promoting study abroad with sharing current international students' cultures to American students. The project also introduces non-traditional study abroad locations to American students in order to promote stepping outside of their comfort zones.
- In August of 2012, Student and Educational Services, Student and Community Involvement, and the University Programming Council presented the Indian band, Red Baraat. This event included not only Indian music, but also Indian cuisine.
- The summer 2012 Impact China study abroad group created an event in October 2012 to showcase their activities in China and to promote future participation in study abroad travel to China. The evening was filled with pictures and information from the Impact China trip along with Chinese culture learned by American students or presented by current Chinese exchange students.
- The College of Business, with cooperation from the Center for International Education, invited a distinguished scholar from San Diego State University to speak about the possibilities of cultural cooperation and exchange with universities in Japan.

Increasing the Number of International Opportunities for Students and Faculty

Frostburg State University works diligently toward increasing global opportunities for its students and faculty (**Strategy 5.3**). A total 38 students enrolled in study abroad programs administered by the FSU Center for International Education over the reporting period. The CIE also continues to visit classrooms to promote study abroad, host bi-annual study abroad information fairs, hold bi-weekly information sessions with past study abroad students, and promote study abroad at admissions open house events throughout the year. These events are generally well attended and the number of students interested in study abroad opportunities in AY 2013-2014 looks strong.

Over the last few years, FSU has created a number of innovative and valuable international experiences for students and faculty. During the reporting period, 32 students participated in international experiential learning programs organized by the College of Business, the Office of Graduate Services, and the Center for International Education. A faculty-led summer 2012 trip to China gave College of Business students an opportunity to interact with Chinese business faculty, visit important industrial locations, and enjoy many of the country's historical and cultural sites. An additional trip to Denmark was conducted by the College of

Education for graduate students in the educational field. This trip provided opportunities for students to observe classrooms in Denmark, Danish culture, and the education program at University College in Copenhagen (UCC). Currently, there are three additional faculty led trips to Peru, China, and Ireland scheduled for summer 2013.

In addition, international programming has been added to the goals of a growing number of campus organizations and student groups. The development of global leadership is one of the four major competencies that the University has developed with its new Leadership Competency Model. The model is beginning to be used by student organizations across the campus, such as in the President's Leadership Circle (PLC), a group first established in 2009 that includes up to 12 undergraduate students whose leadership has made significant contributions to the University.

This year, PLC students had the option of participating in a multicultural experience while living in the Amazon Rainforest or teaching clean water practices in rural areas of Uganda. Both experiences have led FSU students on an inward journey of self-discovery while placing an emphasis on inclusive cultural awareness. Each group will be presenting at University sessions during Earth Week and sharing their experiences with Maryland high school students and government officials in Washington, D.C.

Promoting Intercultural Understanding

In AY 2012-13, the 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 Japanese Cultural Club:

- The Chinese Culture Club (CCC) maintained an active presence on campus this year, hosting its annual celebrations for the Autumn Festival and Chinese New Year. The CCC once again connected new Chinese/Taiwanese students with conversation partners and local mentors from the campus and community. In January 2013, the CIE and several Taiwanese/Chinese students 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.
- Japanese students and some American friends introduced a new cultural group to FSU: the Japanese Cultural Club. This group participated in the Cultural Study Abroad fair presented by the Center for International Education.



Appendix A

Cultural Diversity Program

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

Prepared by

Office of the Provost

Division of Student and Educational Services

March 2013

Appendix A

Frostburg State University

Comparison Tables for Faculty, Staff, and Students

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

Last update: January 18, 2013

		Year																				
		2008				2009				2010				2011				2012				All
Tenure Status	Race/Ethnicity*	Male N	Female N	All N	%	Male N	Female N	All N	%	Male N	Female N	All N	%	Male N	Female N	All N	%	Male N	Female N	All N	%	N
Non-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	-	2	2	1.20	8
	Asian	1	3	4	2.68	3	1	4	2.68	3	2	5	3.16	1	2	3	1.91	1	1	2	1.20	18
	Hisp/Latino	-	1	1	0.67	-	3	3	2.01	-	4	4	2.53	-	3	3	1.91	-	4	4	2.41	15
	White	69	73	142	95.3	64	76	140	93.96	66	77	143	90.5	66	81	147	93.6	75	81	156	93.98	728
	Other	-	-	-	-	-	-	-	-	1	2	3	1.9	-	1	1	0.64	1	-	1	0.60	5
	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	78	88	166	100	779
Tenure/ Tenure Track	Unknown	-	-	-	-	-	-	-	-	1	2	3	0.48	1	2	3	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	7	2	9	4.25	41
	Asian	9	7	16	7.66	9	7	16	7.58	7	6	13	6.25	6	6	12	5.66	10	7	17	8.02	74
	Hisp/Latino	1	3	4	1.91	1	3	4	1.9	1	3	4	1.92	1	3	4	1.89	1	3	4	1.89	20
	White	113	68	181	86.6	116	66	182	86.26	113	65	178	85.6	112	69	181	85.4	107	75	182	85.85	904
	Other	-	-	-	-	-	-	-	-	2	2	4	1.92	4	2	6	2.83	-	-	-	-	10
	Native Hawaiian or Pac Island	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	All	129	80	209	100	133	78	211	100	130	78	208	100	128	84	212	100	125	87	212	100	1052
All	200	158	358	100	200	160	360	100	201	165	366	100	197	172	369	100	203	175	378	100	1831	

Source: M155 Employee Data System Files; Office of Planning, Assessment, and Institutional Research

*Data reported for fall 2008 and fall 2009 based on the 1977 race/ethnicity codes. Fall 2010, Fall 2011, and Fall 2012 data 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

		Year																				All
		2008				2009				2010				2011				2012				
Occupational Code	Race/Ethnicity*	Male N	Female N	All N	%	Male N	Female N	All N	%	Male N	Female N	All N	%	Male N	Female N	All N	%	Male N	Female N	All N	%	N
Exec/Admin/Mngr	Unknown	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	2	.	2	0.82	2
	African American/Black	2	1	3	5.26	2	1	3	5.17	2	1	3	5.17	2	1	3	5.56	7	4	11	4.49	23
	Amer Ind or Alaska Nat	1	.	1	1.75	.	.	.	.	.	.	.	.	.	.	.	.	1	.	1	0.41	2
	Asian	.	.	.	.	.	.	.	.	1	.	1	1.72	1	.	1	1.85	5	.	5	2.04	7
	Hisp/Latino	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1	2	3	1.22	3
	White	36	17	53	92.98	35	20	55	94.83	33	21	54	93.1	30	20	50	92.6	103	120	223	91.02	435
	All	39	18	57	100	37	21	58	100	36	22	58	100	33	21	54	100	119	126	245	100	472
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	5.62	.	4	4	3.23	38
	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	2	1	3	2.42	13
	Hisp/Latino	.	1	1	0.68	.	.	.	.	.	1	1	0.61	.	1	1	0.62	2	1	3	2.42	6
	White	59	78	137	92.57	60	81	141	90.97	61	84	145	87.9	59	85	144	88.9	33	81	114	91.94	681
	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	37	87	124	100	754	
Clerical	Unknown	.	2	2	1.11	.	2	2	1.05	.	.	.	.	5	5	10	5.41	.	2	2	1.08	16
	African American/Black	3	8	11	6.11	1	7	8	4.19	.	6	6	3.45	.	2	2	1.08	6	7	13	7.03	40
	Asian	.	2	2	1.11	.	3	3	1.57	1	1	2	1.15	1	1	2	1.08	.	1	1	0.54	10
	Hisp/Latino	1	.	1	0.56	.	.	1	0.52	2	1	3	1.72	2	1	3	1.62	.	3	3	1.62	11
	White	17	147	164	91.11	25	152	177	92.67	24	137	161	92.5	24	142	166	89.7	31	134	165	89.19	833
	Other	.	.	.	.	.	.	.	.	1	.	1	0.57	.	.	.	.	.	1	1	0.54	2
	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	37	148	185	100	915	
Technical	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	1	5	6	100	187
	All	26	24	50	100	25	21	46	100	27	18	45	100	27	17	44	100	1	5	6	100	191
Skilled Crafts	Unknown	1	.	1	2.86	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1
	African American/Black	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1	1	1.1	1
	Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1	1	1.1	1
	Hisp/Latino	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1	.	1	1.1	1
	White	33	1	34	97.14	34	1	35	100	36	1	37	100	36	1	37	100	46	42	88	96.7	231
	All	34	1	35	100	34	1	35	100	36	1	37	100	36	1	37	100	47	44	91	100	235
Serv/Maint	Unknown	.	1	1	1.14	.	.	.	.	.	1	1	1.3	2	2	4	4.55	1	.	1	1.82	7
	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	53	1	54	98.18	373
	All	48	40	88	100	45	40	85	100	36	41	77	100	47	41	88	100	54	1	55	100	393
All	234	324	558	100	236	334	570	100	237	319	556	100	245	325	570	100	295	411	706	100	2960	

Source: M155 Employee Data System Files; Office of Planning, Assessment, and Institutional Research

*Data reported for fall 2008 and fall 2009 based on the 1977 race/ethnicity codes. Fall 2010, Fall 2011, and Fall 2012 data based on the new race/ethnicity codes.

SALISBURY UNIVERSITY

PROGRESS REPORT
ON
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY

February, 2013

Cultural Diversity Planning at Salisbury University

- 1. Summary of institutional plan to improve cultural diversity. Each institution should provide a summary of their institutional plan to improve cultural diversity as required by Education §11-406. Include all major goals, areas of emphasis, and strategy for implementation. Also provide an explanation of how the plan and progress is being evaluated. Please indicate where progress has been achieved, and areas where continued improvement is needed.**

Since her arrival to campus in 2000, SU President Janet Dudley-Eshbach has made increasing cultural diversity of students, faculty, and staff a major priority of her administration, and the results are clear: SU is a much more culturally diverse campus in 2013 than it was in 2000. Our mission statement, adopted in 2005, states that “our highest purpose is to empower our students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world.” We view cultural diversity as a core value that permeates every facet of campus life and we are committed to fostering an inclusive environment where diversity is not only accepted, but celebrated.

Major Goals:

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. As we begin to work on the next university strategic plan, attention to cultural diversity will once again be at the forefront of our efforts.

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.

More specifically, SU’s Cultural Diversity Plan outlines several major goals with regard to improving cultural diversity on our campus:

- Develop and implement diversity awareness, and educational and professional development training opportunities for both faculty and staff.
- Increase International Education, including opportunities for SU students to study abroad and an increase in international students at SU.
- Practice hiring procedures to increase diversity of faculty and staff.
- Recruit and retain a diverse student body.
- Develop STEM Initiatives to increase diversity.
- Close the achievement gap.
- Increase student, faculty, and staff awareness and understanding of cultural diversity.

As the following report will demonstrate, Salisbury University has made significant progress in achieving each of the above goals.

Areas of emphasis:

One of the primary goals in the USM and at SU is to close the achievement gap between minority and majority student populations; our most recent Closing the Achievement Gap report highlights the significant success we have had in doing so. The six-year graduation rate gap for low-income students has closed 10 percentage points, from a 15 percentage point gap to a 5 percentage point gap. The graduation rate gap for African American students has decreased from a 12 percentage point difference to a mere one percentage point gap. The numbers on retention are also significant: in 2002 the two-year (freshman to sophomore) retention rate for African American students was 71% and in 2012 the rate increased to 77%; the overall retention rate for SU students went from 80% to 84%. While these numbers are an important indicator of success, they do not tell the entire story of SU's efforts to promote cultural diversity on our campus.

Implementation:

SU has developed many programs designed to increase the recruitment and retention of a diverse faculty, staff, and student body. Among the most important programs for students are Powerful Connections, the TRiO program, Supplemental Instruction, Living Learning Communities, the Cultural Laureate Program, and curricular initiatives designed to increase student knowledge and appreciation of diverse cultures. Additionally, SU offers a substantial Cultural Affairs program providing extracurricular opportunities to develop an appreciation for diversity. Students, faculty, staff, and community members are all encouraged to attend and participate in events throughout the year. Although the hiring freeze of recent years has made it difficult to make significant progress in increasing the diversity of our faculty and staff, SU has put in place practices that have had an impact on this area. Detailed information about the implementation, successes, challenges, and assessment of these can be found below.

Evaluation:

The Office of University Analysis, Reporting, and Assessment (UARA) provides an annual statistical profile of our students, faculty, and staff to help SU evaluate our current University profile. These results are shared with stakeholders at the University, including representatives from Academic Affairs, Student Affairs, and Finance and Administration. In addition, information is reported through the

various shared governance bodies at SU so that the larger community can participate in discussions about cultural diversity on campus.

As a quick look at the numbers highlighted throughout this report will suggest, SU is proud of the improvements we have made in increasing our diversity across campus in every category. Still, there are some remaining challenges; in particular, our Hispanic/Latino student population has not experienced the same success as our African American students in closing the achievement gap, particularly in the six-year graduation rate. We will be turning our full attention to this growing population to help understand what the particular needs might be to help ensure their future academic success.

- 2. Each institution should describe efforts to increase the numerical representation of traditionally underrepresented groups among 1) students, 2) administrative staff, and 3) faculty. This section of your report should detail initiatives designed to recruit and retain traditionally underrepresented students, staff, and faculty. Focus on both campus-wide and program specific initiatives.**

Increasing Student Diversity:

SU's total student body is 8,657, an increase of 51 over fall 2011. Our undergraduate enrollment is increasingly diverse; in 2008, some 80.7% of students self-reported as being White and in fall 2012, that number was 75.7%. The most significant gains came in the Hispanic student population, which increased from 191 students (representing 2.6% of the total undergraduate population) in fall 2008 to 361 (or 4.5%) in fall 2012. Although the overall number of graduate students at SU is relatively low, there has been a significant increase in diverse students of 61.5% over the same period (from 65 students from diverse backgrounds in fall 2008 to 101 in fall 2012 out of a total graduate student population of 688).

The Office of Admissions has developed a Diversity Recruitment Plan targeting African American, Hispanic, and Asian students. The plan calls for the Admissions staff to:

- Deepen relationships with Counselors, Teachers, and Access program coordinators within schools that serve students from diverse backgrounds.
- Increase the number of minority applicants by 5%.
- Increase the percentage of diverse students in the incoming class by 5%.

To meet these targets, SU has developed multiple strategies to reach potential applicants, including beginning a pilot program to conduct on-site admissions program at feeder high schools with large diverse populations; attending diversity recruitment college fairs sponsored by college access organizations such as College Bound, National Hispanic College Fair, and College Summit; and organizing five bus trips to SU for diverse students and their guidance counselors in the last year.

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. One of our most successful initiatives is the Powerful Connections Program, which 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 second year of implementation, offers assistance for first-

generation, low-income, and differently-abled students at SU. The University has recently begun administering the Accuplacer Math Assessment exam for all entering first-year students so that we may accurately place students into courses for which they are prepared, a key factor in retention in STEM courses. 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%.

The following initiatives are key to SU's increased recruitment/retention of diverse students:

Powerful Connections, a program that matches upper class students with first-time freshmen from diverse backgrounds to assist in the transition to college, continues to be very successful with retention and academic success of first-year students.

- Fall 2012 cohort consisted of 42 mentors with a cohort grade point average of 2.98 and 66 mentees (first-year students) with a cohort grade point average of 2.72.
- All mentors and mentees participated in a required "diversity" training program which explored the topics of multicultural competence and attending a diverse university.
- Participants within the Powerful Connections Program were matched to their respective academic areas during the first week of the program. This gives them a positive connection to their respective major, in addition to meeting staff with whom they will work over the course of their studies.

TRiO, a grant-funded program that offers assistance for first-generation, low-income, and differently-abled students at SU. Roughly 70% of the participants in this program are students from underrepresented groups.

TRiO staff are responsible for:

- Recruiting peer and professional mentors with diverse backgrounds to provide academic development and professional leadership.
- Identifying and selecting program participants from culturally diverse backgrounds.
- Promoting and supporting student participation in internships and summer initiatives that target culturally diverse students i.e. The Washington Semester American Indian Program.
- Offering workshops on cultural pride and inviting speakers to talk with our students about infusing their beliefs and traditions into their current environment (i.e. school or work).

Supplemental Instruction (SI) is a peer tutoring program designed to organize and improve students' outside-of-class course preparation. SI is offered for traditionally challenging courses, particularly those in STEM fields. An SI leader, a student who has demonstrated proficiency in a targeted course and undergoes SI training, is assigned to each course. SI leaders attend the class and conduct study sessions for students three times a week. Students who attended five or more SI sessions had significantly higher first-year grades than students who attended less than five SI sessions (3.18 vs. 2.93). SI students who attended five or more sessions had higher second-year retention rates than those who attended less than five sessions (89% vs. 85%). SU has expanded the number of SI sections from 16 at its inception to over 60 today.

Living Learning Communities (LLCs) are academic communities targeting first-year students at SU. Students in an LLC live together in on-campus housing, take two courses together in the fall semester and one course in the spring, and participate in co-curricular activities led by the faculty who teach the courses. Our data shows that students in LLCs have a higher GPA and higher retention rate than other first-year students. Approximately 210 freshmen, 17% of the first-time student cohort, participated in an LLC during academic year 2011-12. With the expansion of LLCs this year, SU was able to accommodate 38% more freshmen in these experiences, including one LLC designed for first generation college students. In addition, 16% of first-time minority students participated in one of the identified LLCs during 2011-12. Based on the success of this initiative we have increased the number of LLCs for the fall 2013 semester.

Increasing Diversity of Faculty:

While the hiring freeze of the last few years has made it difficult for SU to make major inroads in increasing faculty diversity, we have been able to make some progress in this area. All faculty search committees receive AA/EEO training from our Human Resources staff, and all positions are advertised in professional journals likely to reach a diverse audience, such as *Hispanic Outlook* and *Diverse Issues in Higher Education*. The chief diversity officer for the University reviews every faculty recruitment plan to ensure that the search committee membership reflects the diversity of our campus. While the overall increase in the number of tenured and tenure track faculty was modest since 2008 (304 to 313), the number of African American faculty in tenured or tenure track positions has increased from 17 in 2008 to 22 in 2012 and we have had a steady increase in the number of Asian and Hispanic faculty as well.

Increasing Diversity of Staff:

During AY 2012-13, federal reporting changes mandated that faculty and staff occupation codes be revised to conform with new regulations. As a result, staff occupations that once fell into the administrative staff classification have been expanded. Thus, data reported by occupation code before and after AY 2012-13 are no longer comparable. As a result, staff data reported in the corresponding table and described in the narrative refers to all relevant staff categories (as defined in MHEC's definitions), but it is not disaggregated by occupation code. While we are not able to disaggregate the data the overall trend is clear.

The effort to increase the diversity of our staff has been hampered by the same hiring freeze that has affected the hiring of faculty; nonetheless, SU has worked hard to ensure that its staff reflects the diversity of the overall community. While the number of staff positions increased 3.5% from 2008-2012, SU had an increase in 11% in minority staff members. The largest increase came in staff members who identified as Hispanic/Latino, which grew from 9 in 2008 to 27 in 2012. Overall roughly 40% of SU's staff comes from diverse populations.

- 3. Each institution should describe efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus. This section of your report should detail 1) faculty and staff cultural training programs, 2) curricular initiatives that promote cultural diversity in the classroom, and 3) co-curricular programming for students.**

As the diversity of our students, faculty, and staff has increased, Salisbury University has recognized the need to ensure that the campus environment is welcoming for people from many different cultural

backgrounds. Through training, academic preparation, and co-curricular events, SU fosters a climate of inclusion for all members of our community.

Faculty and Staff Cultural Training Programs:

SU faculty and staff receive frequent training regarding issues related to cultural diversity. Salisbury's Fair Practices Officer offers workshops on best practices for creating a successful work environment with employees from diverse backgrounds. The Horizons program is an initiative designed to promote awareness of gay, lesbian, bisexual, and transgender issues on campus, providing training for faculty, students, and staff. As our student population has become increasingly diverse, we have worked to ensure that faculty and staff are prepared to work with a changing population. In recent years, many faculty development workshops have focused on diversity in the classroom, including topics ranging from fostering a welcoming classroom environment to varying communication styles of diverse populations.

Curricular Initiatives that Promote Cultural Diversity in the Classroom:

At SU, we are committed to preparing our students to thrive in a world where working with diverse populations is critical to success. Salisbury University's students have multiple opportunities to learn about diverse cultures in their academic programs. Our General Education curriculum includes courses that focus on diversity, including topics in history, art, literature, music, geography, and many other subject areas. The Fulton School of Liberal Arts is engaged in ongoing efforts toward establishing area studies programs, with West African studies being the latest to move forward, joining recently added minors in East Asian, European, Latin American, and South Asian area studies. Many of these academic programs require an international experience as part of the curriculum.

Additionally, an appreciation for cultural diversity is a critical aspect of the academic preparation of students in our pre-professional programs, whose graduates will be expected to interact with people from many different cultures. As just one example, our Nursing program infuses diversity throughout their entire curriculum. Nearly every theory and clinical course in the Nursing BS degree program contains one or more course objectives related to cultural sensitivity, cultural competency, health literacy, and health disparities. Nursing graduate programs also include focus on cultural diversity as it affects health-care delivery and education. International study for Nursing students includes a program in Tanzania where SU students focus on HIV prevention/education and students stay with families and provide community health outreach. Study in Ecuador focuses on alternative health practices and healers and includes home-stay experiences that provide immersion in Spanish-speaking households. Similar academic programming is central to the curricula in education, business, and health-related careers.

Co-curricular programming for students:

While the academic mission is clearly at the center of Salisbury University's activities, we recognize that significant learning takes place outside the classroom. SU helps foster a spirit of inclusion and celebration of diverse cultures through a rich and varied co-curricular program. 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. The Cultural Affairs Office brings national and international artists to campus with no admission charge to students. Many of these events are incorporated in to students' academic programs, with faculty connecting class assignments to relevant cultural events throughout the semester.

The Cultural Laureate program is an initiative designed to increase student attendance at the co-curricular cultural events. SU students who attend at least five different cultural events per semester receive a certificate and an honor cord at graduation, identifying them as cultural laureates. Many of the cultural laureates end up attending far more than the minimum requirements, suggesting that an initial exposure to the variety of cultural programming available on a college campus can help students develop an appreciation for artistic diversity.

The Office of Multicultural Student Services sponsors a number of events and student organizations focused on diverse student groups:

- The Multicultural Alliance of Students continues to expand with programs and activities of a diverse nature throughout the school year. These organizations are affinity groups which attract a diverse student base.
- The annual Multicultural Festival is a culminating event which focuses on exploring the diversity of the campus environment and what it offers the larger community.
- Within the 2012 school year, four Historically Black Greek Organizations have been organized on campus. These organizations are: Alpha Phi Alpha Fraternity, Phi Beta Sigma Fraternity, Omega Psi Phi Fraternity and Kappa Alpha Psi Fraternity. The Alpha Kappa Alpha Sorority is currently working to be established on campus. These organizations give the University a stronger social base from which to recruit and retain students from diverse backgrounds which adds to the diversity of the student body.

Community outreach activities:

Salisbury University students, faculty, and staff routinely work with people from diverse cultures in the local community as part of our educational mission, but also as a way to demonstrate one of our core values, that being engaged citizens means making a connection between what students learn and how they live. With that value in mind, SU is engaged with the local Eastern Shore community in numerous activities that help develop a spirit of appreciation for diverse cultures. Among these activities involving faculty, staff, and students are:

- 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.
- HALO provides programs and services for homeless families including shelter care; Nursing BS students participate in health screenings, and health education.
- Breast Health Knowledge of African American and Latina Women. Nursing faculty and students are involved in data collection via surveys and focus groups to help identify at-risk women and provide supportive education.

4. If needed, each institution should also describe other initiatives that are central to their cultural diversity plan that are not captured in Sections 2 and 3.

One important strategy to help students learn to appreciate diverse cultures is to have international students in the residence halls and classrooms alongside students from the United States. President Dudley-Eshbach’s emphasis on the importance of international education has helped bring an increasingly international profile to our student body. The fall 2012 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). Salisbury University’s international initiatives represent a strategic complement to the University’s comprehensive diversity efforts by attracting a more diverse student body and faculty to main campus in Maryland, and by structurally exposing students to people and places around the world as part of their academic curriculum.

In addition, SU has increased the opportunities for our students to study abroad. Working with the Office of International Education, a record number of SU students studied abroad for full semesters or a full academic year during Academic Year 2011-12. In addition, a record number of SU students studied abroad during January semester 2012. SU faculty led an unprecedented number of study abroad programs during the January semester, including programs in Italy, Vietnam China, and India.

International Students:

- Total enrollment of non-immigrant international students (as defined by Department of Education) increased by 27% from spring 2012 to fall 2012 from 110 to 140.
- Total enrollment of non-immigrant international students (as defined by Department of Education) climbed to approximately 1.5% of total enrollment, a new record.
- 30% increase in enrollment in pilot English Language Institute (ELI) from 38 students in fall 2011 to 48 students in fall 2012.
- 11 degree-seeking undergraduates and 5 graduate students have graduated from ELI and entered academic programs by the end of 2012.
- ELI designed first of expected series of “Pathways” programs for conditional admission into graduate programs for international students lacking proof of English language competency and prerequisites.
- 60 freshmen students began study at Anqing Normal University in China in fall 2012 expecting to complete their senior year as transfer students to SU earning a BA in interdisciplinary studies in the area of American Studies in an integrated 3+1 dual degree curriculum.

- SU signed on as host university for the Brazil Science Mobility program, a one-year visiting student program funded by the Brazilian government for students in the STEM fields. We expect the first visiting students in the fall 2013.
- SU launched a new structured recruiting program in South Korea funded by the ELI.
- SU signed a new MOU with Kanda Institute of Foreign Languages, Tokyo, Japan. Kanda is a two-year college. The MOU articulates a 2+2 degree program facilitating enrollments into SU. Kanda has maintained a similar relationship with the California State System for nearly two decades. SU will be their only East Coast American partner. First enrollments from the new Japanese initiative are expected in Spring 2014.
- SU ELI funded the pilot of a new English Language Learning Program (ELLP) designed to offer part-time night and weekend continuing education English classes at low or no cost to the local immigrant community in our region. The initiative seeks to expand SU's access to local immigrant communities and their extended families and communities around the world.

International Faculty:

- SU welcomed a continuing flow of J-1 Visiting Scholars to teach on the faculty.
- Dr. and Mrs. Praveen Septarshi, India team taught a summer course in Philosophy and collaborated with colleagues in that department.
- Dr. Yuan He, China is collaborating with faculty in Education on early childhood education and kindergarten curriculum.
- Additional J-1 Visiting Scholars from China and South Korea are currently in the planning stages for Academic Year 2013-14.
- SU ELI funded nearly \$10,000 towards travel costs for SU faculty to travel as guest lecturers to university partners, primarily in China and Japan during 2012.

Study Abroad:

- Record number of SU students studied abroad during AY 2011-12 – 277 students.
- Projected study abroad enrollment numbers for AY 2012-13 will eclipse 300 students for the first time in SU history.
- SU sponsored its first winning Student Fulbright Fellow, Mr. Charles Overholt, Graduate program in History, who is spending the 2012-13 AY studying Hessian soldiers at the Phillips University of Marburg, Germany.
- SU signed an MOU with Tallinn University of Technology offering the first year-long study abroad program focused on Cyber Security for students of Mathematics, Computer Science, and Information Systems in the United States. First enrollments are expected for fall 2013.
- Salisbury Abroad portfolio expanded offerings for semester study abroad by adding two programs for a total portfolio currently of seven programs:
 - Salisbury Abroad: Cyber Security in Estonia – Eastern Europe (Begins fall 2013)
 - Salisbury Abroad: Scotland – Western Europe (2012)
 - Salisbury Abroad: Spain – Southern Europe (2011)
 - Salisbury Abroad: Italy – Southern Europe (2011)
 - Salisbury Abroad: China – East Asia (2010)

- Salisbury Abroad: Estonia – Eastern Europe (2010)
- Salisbury Abroad: Ecuador – Latin America (2009)
- Additional Salisbury Abroad sites currently under development
 - Salisbury Abroad: Ghana – Africa (Fall 2013)
 - Salisbury Abroad: London – Western Europe (Fall 2013)
 - Salisbury Abroad: South Korea – East Asia (Fall 2013)
 - Salisbury Abroad: France – Western Europe (Fall 2013)
 - Salisbury Abroad: Germany – Western Europe (Under development)
 - Salisbury Abroad: India – South Asia (Under development)
 - Salisbury Abroad: Canada – North America (Under development)

Summary:

Salisbury University continues its commitment to student excellence and success in a rapidly changing world. Central to this commitment is a belief that creating a diverse campus community and recruiting and retaining culturally diverse students, faculty, and staff is critical to our mission. 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 while simultaneously reducing the achievement gap among our students. The academic support programs we have introduced will help the University welcome and accommodate the projected increasing number of Hispanic/Latino Maryland high school students while enhancing the learning and success of all students. Finally, programs needed to attract more international students and faculty to campus while offering SU students additional opportunities for international study have been put in place and are already achieving significant results.

Salisbury University Cultural Diversity Report

Part B: 2013 Data

TABLE 1.1: Comparison Table for Tenure/Tenure Track Faculty

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	17	5.6%	11	6	18	5.9%	11	7	15	5.0%	9	6	20	6.6%	14	6	22	7.0%	15	7
American Indian or Alaska Native	1	0.3%	0	1	1	0.3%	0	1	1	0.3%	0	1	0	0.0%	0	0	0	0.0%	0	0
Asian	14	4.6%	10	4	17	5.6%	11	6	14	4.7%	9	5	18	6.0%	10	8	19	6.1%	10	9
Hispanic/Latino	3	1.0%	2	1	5	1.6%	3	2	4	1.3%	3	1	4	1.3%	3	1	5	1.6%	3	2
White	256	84.2%	150	106	254	83.3%	150	104	250	83.1%	146	104	251	83.1%	148	103	260	83.1%	149	111
Native Hawaiian or other Pacific Islander	0	N/A	N/A	N/A	0	N/A	N/A	N/A	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Two or more races	0	N/A	N/A	N/A	0	N/A	N/A	N/A	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Nonresident Alien	12	3.9%	4	8	8	2.6%	2	6	7	2.3%	0	7	7	2.3%	2	5	5	1.6%	2	3
Did not self identify	1	0.3%	1	0	2	0.7%	2	0	10	3.3%	8	2	2	0.7%	1	1	2	0.6%	1	1
Total	304	100.0%	178	126	305	100.0%	179	126	301	100.0%	175	126	302	100.0%	178	124	313	100.0%	180	133

Source: EDS file.

Note 1. Faculty numbers prior to 2012-13 include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is Instruction, Research, or Public Service.

Note 2. Faculty numbers for 2012-13 include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is Instruction (15); Instruction combined with research and/or public service (16); Research (17); Public Service (18); Librarians (22); Non-postsecondary teachers (24)

	Head count Change	% Change
Change in Tenure/ Tenure Track Faculty between 08-09 and 12-13	9	3.0%
Minority Faculty	11	31.4%

Salisbury University Cultural Diversity Report

Part B: 2013 Data

TABLE 1.2: <i>Comparison Table for Non-tenure Track/Other Faculty</i>																				
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	11	3.1%	6	5	7	2.6%	5	2	9	2.9%	6	3	11	3.4%	6	5	12	3.3%	5	7
American Indian or Alaska Native	1	0.3%	0	1	1	0.4%	0	1	0	0.0%	0	0	1	0.3%	0	1	1	0.3%	0	1
Asian	4	1.1%	0	4	3	1.1%	0	3	5	1.6%	1	4	9	2.8%	2	7	9	2.5%	1	8
Hispanic/Latino	6	1.7%	1	5	3	1.1%	1	2	3	1.0%	2	1	4	1.2%	1	3	7	1.9%	1	6
White	276	78.6%	91	185	247	92.9%	91	156	283	92.5%	99	184	289	89.5%	92	197	325	89.3%	93	232
Native Hawaiian or other Pacific Islander	0	N/A	N/A	N/A	0	N/A	N/A	N/A	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Two or more races	0	N/A	N/A	N/A	0	N/A	N/A	N/A	0	0.0%	0	0	2	0.6%	1	1	3	0.8%	1	2
Nonresident Alien	2	0.6%	1	1	1	0.4%	1	0	1	0.3%	1	0	1	0.3%	1	0	0	0.0%	0	0
Did not self identify	51	14.5%	24	27	4	1.5%	1	3	5	1.6%	2	3	6	1.9%	2	4	7	1.9%	3	4
Total	351	100.0%	123	228	266	100.0%	99	167	306	100.0%	111	195	323	100.0%	105	218	364	100.0%	104	260

Source: EDS file.

Note 1. Faculty numbers prior to 2012-13 include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is Instruction, Research, or Public Service.

Note 2. Based on revisions to the EDS submission layout, faculty numbers for 2012-13 include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is Instruction (15); Instruction combined with research and/or public service (16); Research (17); Public Service (18); Librarians (22); Non-postsecondary teachers (24)

	Head count Change	% Change
Change in Non-tenure//Other Faculty between 08-09 and 12-13	13	3.7%
Minority Faculty	10	45.5%

Salisbury University Cultural Diversity Report

Part B: 2013 Data

TABLE 2: Comparison Table for Staff

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	340	34.9%	106	234	324	34.4%	103	221	314	33.7%	104	210	339	35.2%	115	224	350	34.8%	122	228
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	1	0.1%	1	0
Asian	11	1.1%	5	6	9	1.0%	4	5	10	1.1%	5	5	8	0.8%	4	4	12	1.2%	7	5
Hispanic/Latino	9	0.9%	3	6	16	1.7%	8	8	15	1.6%	6	9	20	2.1%	7	13	27	2.7%	10	17
White	598	61.5%	242	356	580	61.5%	234	346	579	62.1%	234	345	575	59.7%	238	337	595	59.1%	239	356
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	2	0.2%	1	1
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	9	0.9%	4	5
Nonresident Alien	2	0.2%	0	2	2	0.2%	0	2	2	0.2%	2	0	1	0.1%	1	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	10	1.0%	2	8
Total	973	100.0%	362	611	943	100.0%	353	590	932	100.0%	354	578	963	100.0%	370	593	1007	100.0%	387	620

Source: EDS file.

Note 1. Staff numbers prior to 2012-13 include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is one of the following categories: Unknown, Executive/Admin, Professional, Clerical, Technical, Skilled Crafts, or Service/Maintenance.

Note 2. Staff numbers for 2012-13 include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is one of the following categories: Management (11); Business & Financial Operations (12); Computer, Engineering, & Sciences (13); Community Service, Legal, Arts, & Media (14); Archivists, Curators, & Museum Technicians (21); Library Technicians (23); Healthcare Practitioners & Technical (25); Service (26); Sales & Related Occupations (27); Office & Administrative Support (28); Natural Resources, Construction, & Maintenance (29); Production, Transportation, & Material Moving (30); Military Staff (31)

Note 3. During AY 2012-13, federal reporting changes mandated that faculty and staff occupation codes be revised to conform with new regulations. As a result, staff occupations that once fell into the administrative staff classification have been expanded. Thus, data reported by occupation code before and after AY 2012-13 are no longer comparable. As a result, staff data reported in the corresponding table and described in the narrative refers to all relevant staff categories (as defined in MHEC's definitions), but it is not disaggregated by occupation code.

	Head count Change	% Change
Change in Staff between 08-09 and 12-13	34	3.5%
Minority Faculty	40	11.1%

Salisbury University Cultural Diversity Report

Part B: 2013 Data

TABLE 3.1: *Comparison* Table for Undergraduate Students

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	841	11.6%	395	446	890	11.8%	412	478	870	11.3%	362	508	842	10.7%	353	489	880	11.0%	370	510
American Indian or Alaska Native	36	0.5%	18	18	51	0.7%	25	26	32	0.4%	12	20	26	0.3%	12	14	19	0.2%	7	12
Asian	198	2.7%	102	96	199	2.6%	95	104	176	2.3%	75	101	193	2.4%	79	114	199	2.5%	80	119
Hispanic/Latino	191	2.6%	89	102	206	2.7%	100	106	284	3.7%	129	155	331	4.2%	145	186	361	4.5%	174	187
White	5877	80.7%	2604	3273	6112	80.9%	2700	3412	6122	79.4%	2674	3448	6143	77.8%	2661	3482	6030	75.7%	2617	3413
Native Hawaiian or other Pacific Islander	0	N/A	N/A	N/A	0	N/A	N/A	N/A	6	0.1%	4	2	6	0.1%	4	2	5	0.1%	4	1
Two or more races	0	N/A	N/A	N/A	0	N/A	N/A	N/A	129	1.7%	61	68	177	2.2%	78	99	219	2.7%	97	122
Nonresident Alien	47	0.6%	14	33	41	0.5%	18	23	45	0.6%	19	26	86	1.1%	41	45	78	1.0%	34	44
Did not self identify	91	1.2%	44	47	58	0.8%	29	29	42	0.5%	30	12	88	1.1%	45	43	178	2.2%	71	107
Total	7281	100.0%	3266	4015	7557	100.0%	3379	4178	7706	100.0%	3366	4340	7892	100.0%	3418	4474	7969	100.0%	3454	4515

Source: Factbook p. D-3.0

	Head count Increase	% Increase
Change in Undergraduate Students between 08-09 and 12-13	688	9.4%
Undergraduate Minority Students	417	32.9%

Salisbury University Cultural Diversity Report

Part B: 2013 Data

TABLE 3.2: Comparison Table for Graduate Students

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	49	8.3%	14	35	52	8.0%	13	39	59	8.5%	14	45	88	12.3%	23	65	76	11.0%	21	55
American Indian or Alaska Native	3	0.5%	1	2	3	0.5%	1	2	2	0.3%	1	1	2	0.3%	1	1	1	0.1%	0	1
Asian	6	1.0%	2	4	7	1.1%	1	6	6	0.9%	1	5	9	1.3%	4	5	10	1.5%	4	6
Hispanic/Latino	7	1.2%	4	3	10	1.5%	6	4	12	1.7%	4	8	17	2.4%	5	12	14	2.0%	1	13
White	496	84.5%	139	357	545	84.2%	150	395	579	83.8%	180	399	568	79.6%	181	387	564	82.0%	169	395
Native Hawaiian or other Pacific Islander	0	N/A	N/A	N/A	0	N/A	N/A	N/A	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Two or more races	0	N/A	N/A	N/A	0	N/A	N/A	N/A	8	1.2%	1	7	8	1.1%	2	6	4	0.6%	2	2
Nonresident Alien	17	2.9%	7	10	20	3.1%	10	10	16	2.3%	11	5	15	2.1%	5	10	8	1.2%	2	6
Did not self identify	9	1.5%	3	6	10	1.5%	3	7	9	1.3%	2	7	7	1.0%	3	4	11	1.6%	4	7
Total	587	100.0%	170	417	647	100.0%	184	463	691	100.0%	214	477	714	100.0%	224	490	688	100.0%	203	485

Source: Factbook p. G-2.0

	Head count Increase	% Increase
Change in Graduate Students between 08-09 and 12-13	101	17.2%
Graduate Minority Students	40	61.5%

TOWSON UNIVERSITY

**Towson University
Progress Report on
Institutional Programs of Cultural Diversity
February 2013**

I. Institutional Plan to Improve Cultural Diversity

Towson University's institutional plan to improve cultural diversity contains the following goals: (1) stimulating and maintaining ongoing dialogue about, and goal setting for, diversity in all divisions of the university; (2) developing and promoting a respectful campus climate and providing services that appreciate and celebrate differences; (3) developing programs and initiatives that promote diversity and inclusion in all students/student groups; (4) providing professional development activities that assist staff and faculty members to understand their own and other cultures; (5) enrolling, retaining and graduating culturally diverse students to support the university's mission; and, (6) recruiting, hiring and retaining culturally diverse employees across all levels and areas of the university.

Charged with facilitating the establishment and maintenance of an inclusive campus environment, **TU's Diversity Coordinating Council** consists of high-level administrators (the President, 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, the Assistant Vice President of Student Affairs for Diversity and the Deputy Chief of Staff) and serves as a visible expression of the priority given to the issues of diversity on Towson's campus.

TU's Diversity Action Committee (DAC) is composed of a cross section of members of the academic and administrative divisions of the university and representatives of the student body. The committee exists to make recommendations for the success of campus-wide diversity initiatives to TU's Diversity Coordinating Council. The committee's six work groups are actively engaged in the following activities:

Campus Climate Work Group: Supporting the establishment and maintenance of a campus environment that is welcoming and inclusive. In 2012, the work group reviewed and revised a campus climate survey document that will be disseminated to all members of TU's faculty & staff in spring 2013.

Education and Scholarship Work Group: Fostering diversity and inclusiveness across the curriculum, in individual courses, and in extra- and co-curricular settings. In 2012, the work group oversaw TU's annual *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.

Hate/Bias Response Team: see information provided in **Progress on Meeting Goals** section on next page of report.

Reflective Process Work Group: Supporting 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 TU's annual *President's Diversity Awards Program*.

Representation Work Group: Supporting the university's ability to seek and maintain fully representative populations within the student, faculty and staff bodies by recommending methods to recruit and retain students and faculty and staff members from historically underrepresented groups.

Student Work Group: Supporting TU's ability to fully value and appreciate the diverse perspectives of all students, and supporting student development to foster student success. In 2012, continued to support initiatives to bring *Speak Up!* workshops to TU's student population.

Additionally, the **President's Task Force on Bias, Discrimination and Bullying** was established in 2012 to inform and address immediate concerns directly with the president, review data and identify facts related to formal and informal complaints, to share and coordinate information and action with TU's Diversity Coordinating Council and Diversity Action Committee and to incorporate the work of Towson University's Diversity Action Plan: Phase II, including campus-wide education on discrimination and privilege, and to coordinate with the **Student Task Force against Bias, Discrimination and Bullying**.

Progress on Meeting Goals:

Towson University's *Reflective Process for Diversity* (led by Office of Diversity & Equal Opportunity) 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 third annual cycle of assessment and evaluation, the university continues to work with academic colleges and departments to develop plans that will facilitate their ability to identify practical and sustainable diversity goals for their respective units.

TU's Diversity Coordinating Council, with responsibility for monitoring the status of TU's inclusive campus climate, experienced membership turnover of several vice presidents during the 2012 academic year. Early in the spring 2013 semester, all vacant vice president positions have been filled. The members of the Council will begin the work of identifying goals and objectives of **TU's Diversity Action Plan: Phase II**. These goals will align with TU's Strategic Plan goals and will support the advancement of diversity and inclusion at TU. This initiative includes the identification and adoption of a set of standards for monitoring plan outcomes.

Towson University remains committed to achieving excellence by advancing diversity. President Loeschke has charged the Assistant to the President for Diversity with the following responsibilities that support the university's ability to monitor diversity progress: compiling data and information to be brought to the DCC for action in support of the group's mission to establish and maintain an inclusive campus environment; scheduling of four annual DCC meetings; preparing meeting agendas and assisting and advising TU's Provost in leading the DCC's meetings; discussions and identification of action items, and coordinating and monitoring of the advancement of suggested action items; providing leadership to TU's DAC; overseeing discussions of agenda items; guiding membership in reviewing data and facilitating the development of recommendations for improvements; scheduling of six annual DAC meetings, preparation of meeting agendas, compiling necessary materials for review and assessing the outcomes of the committee's work to ensure that the committee remains on mission to continuously promote awareness and acceptance of diversity at TU; and, securing annual diversity goals and assessments from administrative divisions and departments and providing support to enable TU's academic college to develop college-wide and department specific diversity goals.

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 addresses the results of Towson University's NCAA Certification process. Specific areas that the committee addresses are: employment, social capital, advising and leadership, exit interviews/minority issue surveys, student leaders, peer institutions, Athletic department culture, and assessment.

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. 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/. TU has experienced continual decreases in the number of bias incidents from twenty-three in calendar year 2010 to eighteen in calendar year 2011 to three in calendar year 2013 (Appendix 1) has been reported. Initiatives are continuously being developed and implemented in support of the reduction of campus bias incidents.

II. Increasing the Numerical Representation of Traditionally Underrepresented Groups

Students (recruitment, retention and graduation): TU is committed to continuing access and student success of individuals from diverse backgrounds that have historically been underrepresented at colleges and universities, particularly racial and ethnic minorities, low-income students, and first-generation students, by continuing its upward trend of enrollment, retention, and graduation progression toward earning a college degree for these populations.

TU continues to grow the number of undergraduates from underrepresented groups. Students from racial or ethnic backgrounds that have historically been underrepresented now account for almost a quarter of the total undergraduate body at TU (in fact, in fall 2013 minority students comprised 26% (644) of the new first-time, full-time freshmen class, an almost 7% increase since fall 2009 (457). Similarly the percentage, and number, of TU's entire undergraduate student body that are African-American, first generation, or low income continues to grow.

Increasing the numbers of undergraduate students from these groups is one significant achievement; however more important is how well these students are retained, progress, and graduate from TU. TU continues to perform extremely well in these capacities, achieving and maintaining a second-year retention rate of over well 85% for African-American undergraduates, which ranks as the second highest retention rate of African-American undergraduates in the USM and well above the national average (of approximately 70%). Retention rates for all racial and ethnic minority undergraduates have varied a bit over the past several years (ranging from approximately 85 to 90%) but have still met or exceeded the institutional target of 85% and remain one of the highest retention rates of ethnic minority undergraduates in the USM.

One anomaly, however, is that TU's six-year graduation rates for African-American undergraduate students declined from 75% in 2010 down to approximately 55% in 2011 and rebounded slowly to 60% in 2012. Similar patterns can be observed, to some extent, in the six-year graduation rates for low-income undergraduates, but not first-generation undergraduates. Six-year graduation rates for first-generation undergraduates have risen steadily from approximately 60% in 2009 to approximately 65% in 2012. The anomaly, the up, down, and back up 6-year graduation rates for African-American (and to some extent low income) undergraduates can be explained by an innovative program, the **Top Ten Percent Admissions Program**.

TU began its **Top Ten Percent Admissions Program** in fall 2005 with the goals of recruiting, retaining, and graduating students specifically from the immediate Baltimore metropolitan area. Beginning fall 2005, students graduating from high schools in Baltimore City and Baltimore County in the top ten percent of their high school class were guaranteed admission and a scholarship to attend TU. The majority of these students were low-income and/or African-American.

It quickly became apparent that although the general intent of the **Top Ten Percent Admissions Program** was admirable, a large number of the students entering TU in fall 2005 as part of this program were not well prepared for success in a college setting. As this first cohort moved to the second year we observed a significant decline in retention and realized that many students in the program with low SAT scores were not successful (see chart below). Consequently, in fall 2006 TU began to offer a segment of **Top Ten Percent Admissions Program** applicant's dual admission to Baltimore City Community College (BCCC) or the Community College of Baltimore County (CCBC) rather than direct admission into TU. These students were guaranteed admission to TU upon completion of their AA degree.

Cohort	Applicants	Enrolled	Average Annual Award	Average GPA	Average SAT (Mathematics + Critical Reading	2 nd Fall Retention	2 nd Fall Retention Rate	3 rd Fall Retention	3 rd Fall Retention	4 th Fall Retention	4 th Fall Retention Rate	4 Year Graduates	4 Year Graduation Rate
Fall 2012	354	70	\$1,956	3.76	1062								
Fall 2011	352	107	\$1,882	3.63	1012	95	88.8%						
Fall 2010	346	102	\$1,862	3.67	1002	88	86.3%	85	83.3%				
Fall 2009	377	143	\$1,933	3.71	1005	119	83.2%	108	75.5%	98	68.5%		
Fall 2008	326	121	\$1,931	3.73	990	100	82.6%	89	73.6%	82	67.8%	48	39.7%
Fall 2007	402	165	\$1,894	3.71	963	129	78.2%	111	67.3%	105	63.6%	45	27.3%
Fall 2006	372	187	\$1,867	3.69	951	142	75.9%	122	65.2%	111	59.4%	43	23.0%
Fall 2005	315	189	\$3,752	3.58	931	143	75.7%	126	66.7%	115	60.8%	46	24.3%

This intervention was successful as evidenced by TU's high and increasing second-year retention rate for African-American students. Six-year graduation rates for African-American students from the fall 2007 cohort are not yet available. However, the four-year graduation rate of the fall 2007 cohort of African-American students was 35.5%, compared to the four-year graduation rate of the cohorts from 2005, 2006, and 2007 (25.7, 25.2% and 28.4%, respectively). We are confident that the six-year graduation rates for our African-American students will rebound similarly and will again approach the high 60%'s and low 70%'s as in previous cohorts of African-American students prior to the beginning of the original *Top Ten Percent Admissions Program*.

Another successful program is the Towson Opportunities in STEM (TOPS), created through an NSF-funded STEP grant. Begun in 2007, TOPS addresses the needs of students with an interest in STEM careers who come to Towson from underserved Baltimore Metropolitan area high schools. Each incoming student meets with the TOPS program coordinator weekly during their first year to discuss their experiences and challenges [academic, social, community, financial, etc.] to reveal potential sources of problems before they develop and impact student progress. The program coordinator also develops tutoring sessions for all introductory gateway courses; students are expected to participate in tutoring if they are enrolled in those courses until their academic progress in those courses indicates that they don't need them. Cohort enrollment in these gateway classes helps to facilitate tutoring since the tutor only needs to work with one member of the faculty.

The incoming class of TOPS students participates in an on-campus summer experience which introduces them to the campus, TOPS staff, several members of the TU STEM faculty, to each other, and most importantly makes them aware of performance expectations of the faculty. The faculty participating in the summer experience continue to interact with the incoming class in more relaxed settings after the semester has started, remaining 'known' faces as the students become familiar with their majors.

TOPS students are successfully retained as STEM majors, are often involved in research activities, and are making progress on the path to graduate as STEM majors. The first group of TOPS students was admitted in 2008 and a total of 95 students have come to TU and participated in this program; the first seven graduated spring 2012. TOPS currently provides students with academic, financial, community support and training in the critical life skills and soft skills many students from this population lack entering college. Our STEM retention rate is substantially higher than that of the Fisher College as a whole and also higher than a comparison cohort of students who share the demographics of our TOPS students but who did not participate in the program.

Table 1: Retention in STEM according to the numbers enrolled as STEM majors at the start of the semester indicated. The comparison group consists of STEM students at Towson from the same year class who were invited to join the TOPS program prior the year indicated based on their high school record and demographics but who declined to do so.

Admit Year	Students	Number admitted	3 rd semester [end of 1st year]	5 th semester [end of 2nd year]	7 th semester [end of 3 rd year]	Overall retention rate in STEM
2008	TOPS	15	14	13	11	73.3%
2008	FCSM ¹	334	268	169	133	39.8%
2008	Comparison ²	16	12	6	4	25%
2009	TOPS	20	20	16	n/a	80.0%
2009	FCSM ¹	343	288	196	n/a	57.1%
2009	Comparison ²	18	11	10		56%
2010	TOPS	20	19	17		85%
2010	FCSM ¹	349	289	**		**
2010	Comparison ²	20	15	7		35%
2011 ³	TOPS	21	20			95%
2011 ³	Comparison ²	22	13			59%

¹Fisher College of Science and Mathematics (FCSM) is the home of all STEM majors at Towson University.

²We have been tracking the progress of these students as they continue with their STEM majors.

³Numbers of remaining majors for these year's classes are not yet available for the college as a whole and therefore a comparable retention rate cannot be calculated.

Table 2: The socioeconomic profile of TOPS participants and their racial/ethnic/gender identity.

Cohort Year	Number in cohort	# with EFC under \$5,000*	% non-white students	% female	% From High Schools with $\geq 50\%$ FRL**	% From High Schools $\geq 40\%$ FRL**
2008	15	87%	73%	53%	15%	31%
2009	20	74%	63%	42%	50%	72%
2010	20	70%	75%	55%	29%	71%
2011	21	52%	86%	57%	33%	50%
2012	19	74%	79%	53%	26%	47%

*EFC, Expected Family Contribution, is the FAFSA derived indication of a student's family's ability to contribute to the cost of education based upon family income.

**FRL, Free or Reduce Lunch is a general indicator of the economic status of the student body a school serves.

TU's Community Enrichment and Enhancement Partnership Award (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) interaction with faculty and staff, and (d) exploration of graduate and career development options. CEEP award recipients must be U.S. citizens, full-time undergraduates, hold a minimum 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, and 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. Each recipient must also meet with the CEEP Program Director or designee at least once each semester. CEEP recipient requirements vary according to the student's classification (freshman through senior). Students must adhere to all requirements and may renegotiate their CEEP contract if circumstances require an adjustment. The CEEP award may be rescinded if a recipient does not complete semester or GPA requirements.

Community Enrichment and Enhancement Partnership 4-Year Summary Data

YEAR	2008- 2009	2009-2010	2010-2011	2011-2012
Recipients	199	168	165	137
Male	53 (27%)	42 (25%)	45 (27%)	34 (25%)
Female	146 (73%)	126 (75%)	120 (73%)	103 (75%)
Other	0	0	0	0
FRESH	24 (12%)	13 (8%)	10 (6%)	14 (10%)
SOPH	41 (21%)	22 (13%)	22 (13%)	27 (20%)
JUN	56 (28%)	55 (33%)	31 (19%)	26 (19%)
SEN	77 (38%)	78 (46%)	99 (60%)	69 ((50%)
WITHDR.	2 (1%)	0	3 (2%)	1 (1%)
AF. AM.	152 (76%)	137 (81%)	130 (79%)	104 (76%)
AS. AM.	12 (6%)	8 (5%)	6 (4%)	5 (4%)
BIRACIAL	2 (1%)	1 (1%)	3 (2%)	4 (3%)
WHITE	14 (7%)	10 (6%)	9 (5%)	10 (7%)
LATINO	18 (%)	10 (6%)	15 (9%)	14 (10%)
NAT. AM.	1 (1%)	2 (1%)	2 (1%)	0
.00 - 1.99	9 (4%)	3 (2%)	1 (1%)	2 (1%)
2.00 – 2.49	23 (11%)	13 (8%)	9 (5%)	11 (8%)
2.50 – 2.99	70 (35%)	65 (39%)	60 (36%)	48 (35%)
3.00 – 3.49	61 (31%)	58 (34%)	64 (39%)	55 (40%)
3.50 – 4.00	31 (15%)	29 (17%)	28 (17%)	19 (14%)
WITHDRAWALS	2 (1%)	0	3 (2%)	1 (1%)
DEAN'S LIST	31 (16%)	58 (34%)	28 (17%)	26 (20%)
GRADUATES	29 (15%)	23 (14%)	41 (25%)	38 (28%)

Analysis of CEEP Award data

- Male student involvement continues to be a challenge. There was a 2% decrease in the number of male recipients this past year. Additional marketing to regional high schools and communication with the high school guidance counselors, as well as direct contact with students applying for admission to the university will continue.
- 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 continues to be a requirement for all who earn a semester or cumulative grade point average less than 2.50.

- African-American students (104 or 76%) account for the greatest number of CEEP award recipients. Student participation from other racial groups is considerably smaller and varies annually. Efforts continue to attract a greater number of students from other underrepresented groups.
- Eighty-nine percent (89%) of all CEEP award recipients (in the 2011/12 cohort) earned a cumulative grade point average of 2.50 or greater. Nine percent (9%) of all CEEP award recipients earned less than a 2.50 cumulative grade point average and one (1) recipient withdrew during the academic year. Feedback from low grade point average recipients indicate they are (a.) underprepared for the academic rigor of undergraduate study, (b.) have not committed adequate time to their studies, (c.) are distracted by difficulty with family and/or other personal relationships, (d.) experience difficulty adjusting to social and cultural aspects of college life, or (e.) experience financial challenges requiring additional employment hours and/or other stressors due to lack of funds. 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. A total of 26 recipients (20%) earned Dean's List honors for spring 2012 term. Thirty-eight recipients (28%) graduated at the close of the spring 2012 term.
- There has been a reduction in the number of freshmen receiving the CEEP award. Towson University competes against institutions able to offer greater financial incentives. For this reason, a greater number of entering transfer students has been offered the CEEP award due to the limited number of eligible freshmen applicants. The graduation rate of CEEP recipients has also increased due in part to the increased number of transfer students receiving the CEEP award.

TU's Students Achieve Goals through Education (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 4-Year Summary Data

YEAR	2008 – 2009	2009-2010	2010-2011*	2011-2012
Participants Male Female	148	164	181	241
Other	37 (25%)	32 (20%)	33 (18%)	55 (23%)
	111 (75%)	132 (80%)	148 (82%)	186 (77%)
				0
African American/Asian	94 (64%)	109 (66%)	114 (63%)	154 (64%)
American/Biracial				23 (9%)
Caucasian	6 (4%)	23 (14%)	19 (10.5%)	5 (2%)
				12 (5%)
Latino	0	0	19 (10.5%)	35 (15%)
	30 (20%)	16 (10%)	8 (4%)	5 (2%)
Native American				7 (3%)
	5 (3%)	16 (10%)	21 (12%)	
.00 - 1.99	17 (11%)	15 (9%)	9 (6%)	15 (6%)
2.00 - 2.49	19 (13%)	8 (5%)	16 (10%)	23 (9%)
				60 (25%)
2.50 - 2.99	38 (26%)	50 (31%)	35 (23%)	89 (37%)
				43 (18%)
3.00 - 3.49	55 (37%)	61 (37%)	58 (38%)	(3%)
3.50 - 4.00	17 (12%)	25 (15%)	27 (17%)	

*2010-2011 data has been updated to include additional cohort students.

The following events were sponsored by the SAGE program during this period. The number of students signing in for each event is listed in parentheses. Fall 2011: Making Connections (127), Meet TU College Deans (115), Sharing Your Racial Heritage (104), Latino Hispanic Heritage (94), Effective Stress Management (96), Personal Intimacy and Safety (89), Politics: Contributing? (70), An LGBT Community Perspective (86), Registering for Spring 2012 (75), Handling Personal Financial Matters (75), Native North American Heritage (75), Final Exams Ahead (64), Closing Event (105). Spring 2012: Celebrating Academic Success (114), Healthy Relationships (74), African Culture & Heritage (87), African American Heritage (66), Self-Defense: What to do? (77), Wise Decisions: Drugs/Alcohol/Life (71), Celebrating Women (67), Jewish Heritage (47), The World Today (510), Asian Pacific Islander Heritage (63), Burdick Field Event (81), Closing Event (81).

Analysis of SAGE Program Data

SAGE continues working to include more students from underrepresented communities as well as majority students. Mentors phone entering students and invite their participation during summer months prior to matriculation. Some students register but discontinue involvement due to employment, class schedule conflict, or lack of involvement by peer associates.

- The SAGE program continues to hire students from diverse racial and cultural communities in an effort to increase student involvement from diverse communities. SAGE program staff will continue maintaining contact and personal relationships with campus-wide cultural groups as well as promote SAGE to S3 and Top 10% students as opportunity allows.
- The SAGE program saw an increase in male participation during the past year (from 17% to 23%). This is an improvement. However, the SAGE program staff is not satisfied and will work to increase male participation to 30 % over the next few years. Additional outreach to male students by SAGE program mentors will continue to occur during summer months prior to matriculation. Female participation (77%) is consistently strong each year, as in keeping with national trends for mentoring programs.
- The majority of SAGE program participants (219 or 91%) earned 2.0 or greater cumulative grade point averages during the 2011/2012 academic year. Almost 55% (132 participants) earned 3.0 or greater cumulative grade point averages during the 2011/2012 academic year.

TU's Disability Support Services (DSS) supports the mission of Towson University by providing services that afford undergraduate and graduate 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.

During 2011-2012, the office provided services and accommodations to 1,246 students with various disabilities, including learning disabilities, attention-deficit/hyperactivity disorder, mental health disabilities, autism, brain injuries, speech disabilities, physical/mobility disabilities, medical conditions, as well as vision and hearing impairments. The office also works with students with temporary conditions (lasting less than six months). During 2011-2012, DSS provided services to 95 students with temporary conditions.

Most DSS-registered students have learning disabilities and attention-deficit/hyperactivity disorder; 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. Services and accommodations provided by DSS include: orientation and help with transition from high school or community college, guidance related to course load and selection, priority registration, testing accommodations and use of TU's Testing Services Center, note-taking assistance, interpreting services, alternate formats for printed materials, organization and study skills assistance, disability consultation and help with disclosure, memos to professors, assistive technology, para-transit registration, internship accommodations, information and referral to resources both on and off campus, and training and consultation with faculty/staff regarding accommodations.

TU's International Student & Scholar Office (ISSO) provides immigration related advice, advocacy and cross-cultural engagement opportunities while ensuring university compliance with federal regulations. Through its work, the ISSO supports the university's mission of creating and sustaining an "environment for students to achieve their potential as contributing leaders and citizens of a complex global society."

The ISSO serves students and visitors who are at Towson University on a temporary/non-immigrant visa. Students may be in degree-seeking, exchange, English language, non-degree or enrichment programs. Others are here as faculty, visiting researchers or short-term cultural program participants. There are approximately 1,000 international students and scholars at TU, representing over 100 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, including the following: creates visa certificates for incoming students and scholars, advises international students on how to attain and maintain legal status while in the United States, designs and presents programs that assist international students in their transition to life in the United States. In particular, the ISSO conducts a comprehensive orientation for international students at the start of each term, advises students regarding personal, academic, legal and career issues, as well as on intercultural communication, cross-cultural adjustment and engagement issues, acts as a liaison to and advocate for students with government agencies, university offices and faculty, coordinates programs and provides ongoing services aimed at enhancing the international student's social engagement, encouraging their interaction with American students and community members, assists in coordinating appropriate services for international students in legal, medical and family emergency situations, serves as a conduit for international students and community service-based organizations; and, represents an international student perspective on university wide committees and initiative.

TU's 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.

Faculty and Staff (recruitment and retention): The Assistant to the President for Diversity and Affirmative Action Officer meets with TU's president and vice presidents to share affirmative action plan data. This administrator collaborates with the Provost and Vice President for Academic Affairs, the Vice President for Administration and Finance and other university leaders to identify and implement ongoing actions to reach out to applicants from diverse backgrounds. Applicant pools are monitored to ensure the presence of representatives from groups that have historically been underrepresented at the university. Periodic faculty and staff campus climate surveys are distributed for the purpose of obtaining data that supports senior leadership ability to identify and, subsequently, address issues of concern.

Additionally, ISSO provides the following services for international faculty members: prepares required letters and visa certificates to invite guest faculty, scholars and visitors from abroad, provides visa advising and orientation materials for visiting faculty and scholars, submits petitions to the Department of Homeland Security for H1B visas on behalf of tenure track faculty, provides advising and referrals regarding immigration to the United States, signs all immigration-related petitions and documents on behalf of Towson University, coordinates programs and provides ongoing training focused on cross-

cultural communication and customer service improvement strategies for various TU administrative or academic departments.

Note: Appendix 2. contains demographic data reflecting TU's student, faculty and staff bodies.

III. Describe Efforts Designed to Create Positive Interactions and Cultural Awareness Among Students, Faculty and Staff (curricular and co-curricular)

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 3. 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.

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.

Co-Curricular Programs: Students, Faculty and Staff - TU's Office of Diversity and Equal Opportunity (ODEO) offers programs that support members of the campus community to actively participate in fostering a welcome and inclusive campus environment. **TU's *Speak Up!* Program**, administered by ODEO, 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.

Over 900 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.

Co-Curricular Program: Students - TU's **Center for Student Diversity (CSD)** offers programs and services that serve the intellectual, social, personal, and cultural needs of ALL students, while paying particular attention to underrepresented and marginalized groups. The unit also assists the university in the recruitment, retention, and graduation of students from these groups by promoting institutional access and academic success (Appendix 4 and 5).

The CSD is comprised of several units that offer programs and services to students from groups that have historically been underrepresented in higher education (a) African American Student Development, (b) Asian Pacific Islander/Latino Student Development, (c) Lesbian Gay Bisexual and Transgender Student Development, (d) Women's Resources. In addition, the CSD staff work closely with the Interfaith campus ministers. The CSD is responsible for the several student success programs: Students Achieving Goals through Education (SAGE) and the Community Enrichment and Enhancement Partnership (CEEP). These programs have proved track records related to positive outcomes for students from underrepresented groups. Below is a compilation of four years of data regarding events and programs administered by the CSD:

Center for Student Diversity 4-Year Summary Data

YEAR	2008-2009	2009-2010	2010-2011	2011-2012
Overall Attendance	14,333	13,009	13,352	11,623
Surveys Completed	1,799	1,209	1,060	2,709
Male	519	351	321	685
Female	1,236	840	726	1,990
Other	44	18	13	34
White	432	694	652	518
African American	699	247	201	1,447
Latino	162	82	51	312
Asian Pacific Islander	150	48	45	103
Other	356	138	111	329

Analysis of data for the CSD

- The number of individuals attending CSD programs this period (11,623) is not reflected in the number of students surveyed (2,709). 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. From the students surveyed, we learned that CSD programs are meeting our overall objectives for our students, including:
 - Exposure to new information and concepts
 - Challenging pre-existing assumptions about issues and other people
 - Increasing self-awareness
 - Encouraging them to consider various perspectives
 - Increasing their capacity for cultural competence
- The 14,122 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.
- There has been a decrease in program attendance this period over last period. In the 2010/11 academic year, 13,352 students attended programs produced by the CSD cluster. This period 11,623 attended programs offered by the cluster. This decrease might have been due to the significant transitions in personnel structure for the CSD during AY 2011/12 (hiring a new Assistant Vice President of Student Affairs for Diversity and a new Associate Director for LGBT Student Development).
- 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. Following this assessment restructuring, the number of surveys increased from 2010/11 to 2011/12 (from 1,060 to 2,709).

- Female students (1,990 surveyed) continue to attend programs at a higher rate than male students (685 surveyed). The cluster continues to explore different types of outreach and programmatic strategies to attract more male participation in its offerings.
- In this period, African American students (1,447) surveyed accounted for the highest student population attending CSD programs, followed by White students (518). This is a change from the last (2010/11) period where White students (652) produced the highest number of those who attended the cluster's programs. In this period, Latino students (312) and API students (103) recorded higher attendance of CSD programs based on those who chose to complete evaluations after attending programs. The snapshot of students identifying as "Other" also increased in this period (329) from (111) last period 2010/11 – students who fall into the *other* category include international/foreign, bi-racial, LGBT, and those individual students who chose not to identify themselves.

Co-Curricular Programs: Faculty and Staff – TU's Office of Diversity and Equal Opportunity 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.

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.

Appendix 1 – Hate Bias Incidents: Spring, Summer & Fall 2012

Spring 2012

Students

Hate/Bias	Corresponding Crime	Victim	
		Race	Gender
Gender, Race/Ethnicity	Verbal, Physical	B	F
Race/Ethnicity	Verbal	B	M

Total Verified Spring 2012 Incidents: 2

Summer 2012

Faculty/Staff

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

Total Verified Summer 2012 Incidents: 1

Fall 2012

Total Verified Fall 2012 Incidents: 0

Total Verified Incidents (Students, Faculty & Staff) 2012: 3

Appendix 2 - Demographic Data

Students

Race/Ethnicity for Students																
Ethnicity	2009-2010				2010-2011				2011-2012				2012-2013			
	Number	Percentage	Male	Female	Number	Percentage	Male	Female	Number	Percentage	Male	Female	Number	Percentage	Male	Female
African American/Black	2,630	12.4	805	1,825	2,771	12.7	900	1,871	2,883	13.4	960	1,923	3,096	14.1	1,038	2,058
American Indian	100	0.5	35	65	121	0.5	47	74	63	0.3	24	39	53	0.2	21	32
Asian	791	3.7	335	456	890	4.1	378	512	842	3.9	355	487	927	4.2	374	553
Hispanic/Latino	561	2.6	209	352	683	3.1	229	454	812	3.8	294	518	934	4.3	355	579
Native Hawaiian / Pacific Islander	N/A	N/A	N/A	N/A	15	0	6	9	13	0.1	6	7	18	0.1	6	12
White	14,223	67.2	5,330	8,893	14,807	67.8	5,590	9,217	14,658	68.3	5,537	9,121	14,767	67.2	5,555	9,212
Multi-Race	N/A	N/A	N/A	N/A	40	0	14	26	389	1.8	145	244	515	2.3	200	315
Other/Unknown	2,076	9.8	793	1,283	1,709	7.8	677	1,032	1,158	5.4	451	707	1,047	4.8	375	672
Foreign	796	3.8	416	380	804	3.7	430	374	646	3.0	330	316	603	2.7	320	283
Total:	21,177	100.0	7,923	13,254	21,840	100.0	8,271	13,569	21,464	100.0	8,102	13,362	21,960	100.0	8,244	13,716

Prepared By: TU Institutional Research- 2/01/2013

Source: EIS, EDS

Faculty

Race/Ethnicity for Faculty																
Ethnicity	2009-2010				2010-2011				2011-2012				2012-2013			
	Number	Percentage	Male	Female	Number	Percentage	Male	Female	Number	Percentage	Male	Female	Number	Percentage	Male	Female
African American/Black	96	6.2	31	65	99	6.2	31	68	107	6.4	31	76	97	5.9	29	68
American Indian	5	0.3	2	3	7	0.4	2	5	6	0.4	2	4	4	0.2	2	2
Asian	83	5.4	52	31	85	5.4	50	35	95	5.7	56	39	100	6.1	56	44
Hispanic/Latino	26	1.7	8	18	29	1.8	8	21	32	1.9	9	23	33	2.0	12	21
Native Hawaiian / Pacific Islander	N/A	N/A	N/A	N/A	3	0	2	1	2	0.1	2	0	3	0.2	2	1
White	1,270	82.2	597	673	1,322	83.3	621	701	1,361	81.4	638	723	1,362	82.9	625	737
Multi-Race	N/A	N/A	N/A	N/A	1	0	0	1	4	0.2	1	3	4	0.2	2	2
Other/Unknown	42	2.7	20	22	24	1.5	10	14	39	2.3	11	28	29	1.8	11	18
Foreign	23	1.5	11	12	18	1.1	8	10	25	1.5	12	13	11	0.7	6	5
Total:	1,545	100.0	721	824	1,588	100.0	732	856	1,671	100.0	762	909	1,643	100.0	745	898

Prepared By: TU Institutional Research- 2/01/2013

Source: EIS, EDS

Appendix 2 – Demographic Data

Staff

Race/Ethnicity for Staff																
Ethnicity	2009-2010				2010-2011				2011-2012				2012-2013			
	Number	Percentage	Male	Female	Number	Percentage	Male	Female	Number	Percentage	Male	Female	Number	Percentage	Male	Female
African American/Black	250	17.0	110	140	245	16.7	109	136	248	16.2	111	137	281	18.0	125	156
American Indian	3	0.2	3	0	5	0.3	4	1	3	0.2	3	0	3	0.2	3	0
Asian	32	2.2	11	21	29	2.0	8	21	35	2.3	10	25	39	2.5	11	28
Hispanic/Latino	18	1.2	12	6	19	1.3	13	6	25	1.6	16	9	27	1.7	17	10
Native Hawaiian / Pacific Islander	0	0.0	N/A	N/A	1	0.1	1	0	0	0.0	0	0	0	0.0	0	0
White	1,153	78.4	496	657	1,154	78.7	494	660	1,182	77.3	506	676	1,189	76.0	509	680
Multi-Race	0	0.0	N/A	N/A	0	0.0	0	0	1	0.1	0	1	3	0.2	2	1
Other/Unknown	1	0.1	1	0	11	0.7	3	8	31	2.0	14	17	21	1.3	8	13
Foreign	14	1.0	4	10	3	0.2	0	3	5	0.3	0	5	2	0.1	2	0
Total:	1,471	100.0	637	834	1,467	100.0	632	835	1,530	100.0	660	870	1,565	100.0	677	888

Prepared By: TU Institutional Research- 2/01/2013

Source: EIS, EDS

Note: Staff numbers do not include faculty or student/teaching assistants

Appendix 3 – 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

UNIVERSITY OF BALTIMORE



**Institutional Programs of Cultural Diversity
Progress Report
AY 2011-12**

March 4, 2013

Submitted by:
Joseph Wood, Provost

Section I: Summary of progress in achieving the goals of the Diversity Plan

The University of Baltimore's Diversity Plan goals remain centered on encouraging and finding programmatic means for students, faculty, and staff to develop further their experiences and intercultural knowledge and competencies. The University's Diversity and Culture Center (DCC) takes the leading role in coordinating and offering opportunities for students to gain access to structured programs that support UB's motto, Knowledge that Works. For academic year 2011-12, the DCC focused on programs that would raise sensitivity and create a sense of appreciation for the diverse populations that UB attracts. In addition to the four themed awareness programs that are integrated into the national calendar (Hispanic Heritage Month, World AIDS Day, African American Awareness Month, and Women's History Month), UB sponsored its own programs on topics of particular interest to our community including the Starving for Change program to increase awareness around world hunger, the East meets West Film Forum which celebrates the achievements of Chinese film makers and the representations of Chinese cultural knowledge through film, and walking tours of Baltimore that acquaint students with the cultural diversity and heritage of our UB neighborhood. UB has been consistent in its use of the DCC for promoting intercultural knowledge and training and has been successful in augmenting the work of the DCC with academic programming in related areas delivered by the Schools and Colleges of the University.

Section II: Summary of efforts to achieve representation of underrepresented groups

Students

Students are recruited at UB from our center-city core populations. Historically, UB has attracted a diverse population of students at both the transfer and freshman levels. In 2012 the freshman class was comprised of 54.8% African Americans, 29.5% whites, 6.9% Hispanic/Latino, 2.7% Asian and 3.1% International students. The transfer population was 41.4% African American, 39.5% White, 5% Hispanic/Latino, 5% Asian and 4% International.

While the admissions office has continued to develop and maintain strong relationships within the Baltimore City high schools and Baltimore City Community College, we have also increased our recruitment efforts within Prince George, Howard and Montgomery Counties to attract both Latino and Asian applicants. To achieve this, we have expanded our recruitment efforts within these area schools to include targeted high school visits, increased participation in recruitment events such as the Hispanic College Fair as well as civic events such as early college readiness programs at various Jr. and Sr. high schools.

With regard to students who have traditionally been underserved at the high school level, particularly within the city of Baltimore, the creation of our summer Bridge Program has allowed us to offer these students better access to enrollment at UB. This program is designed for students whose academic performance fails to meet our minimum admission requirements but who we believe could be

successful at UB. Through an intense three week program students are provided instruction in college math, reading and writing skills. Students who successfully complete the Bridge program are admitted to UB as a freshman. UB is mindful of the need for effective retention strategies and has continued to deploy the Early Alert Advising system with success, has increased its retention efforts through an MHEC grant awarded in 2011 designed to enhance advising protocols, created the Professional Development Institute (PDI) in Student Affairs, and enabled the creation of campus-wide pedagogical strategies focused on the need to improve students' critical reading skills. In addition, summer faculty workgroups were formed to study students' completion habits in developmental courses at the same time both the first-year experience and the learning communities' formats were revised. The results of the summer work groups' activities are now at various discussion and approval stages with UB's shared governance structure.

Faculty and Staff

The UB Office of Human Resources recruits using the following publications:

- *Diverse Issues in Higher Education*
- *Black Caucus of America Library Association*
- *Hispanic Outlook in Higher Education*
- *Insight into Diversity (formerly Affirmative Action Register)*
- *Journal of Blacks in Higher Education*
- *Latinos in Higher Education*
- *Native American Jobs*
- *Women in Higher Education*

Section III: Summary of actions taken to create positive interactions and cultural awareness

The following information summarizes the programming and statistical information relating to the cultural awareness programs offered by the Diversity and Culture Center during the 2011-12 academic year. Attendance information appears at the end of this section.

Diversity and Culture Center (DCC) Programs and Services: New Collaborations

- UB Friends

The UB Friends, International Friendship Program at the University of Baltimore was created to ease the transition into American culture and the university setting for new international students. The Program matches a new international student (undergraduate, graduate, law) with a friendship volunteer with whom he or she can visit, enjoy an occasional meal, celebrate holidays, participate in community events and enjoy the exchange of international friendships. The goals of the UB Friends program are to integrate International students in to the UB community, assist International student in understanding American culture by

providing them the opportunity to experience a segment of American life, stimulate discussion and exchange of ideas about culture, customs, and international matters among the UB community, facilitate cross-cultural friendships and communication to increase knowledge of global perspectives. Information sessions were held at the beginning of the fall semester, the program got underway in the spring 2012 semester. The initial group of participants included eight international students and five volunteers.

- International Student Welcome Reception

The International Student Welcome Reception is an opportunity for new and returning international students to meet find out about resources, services and programs available at UB. This program was designed to assist students in their adjustment to UB and introduce Diversity and Culture Center resources.

- International Student Resource Guide

The International Student Resource Guide provides international students with information about check-in procedures, finances, living accommodations, health requirements, and getting around UB and the Baltimore area. The Resource Guide is available on the Diversity and Culture Center website.

- Study Abroad Opportunities Database

This database is included on the Diversity and Culture Center website. The database is a resource for students who wish to study abroad. The database provides information about various countries where opportunities are available as well as global study tours available on campus through course enrollment, University System of Maryland (USM), and the Semester at Sea program. Also included is information about costs, academic requirements, living accommodations, and scholarships.

- Women in Leadership Essay Contest

In recognition of Women's History Month the Diversity and Culture Center along with the Rosenberg Center for Student Involvement sponsored an essay contest. Participants were asked to write an essay on the question What is one of the most pressing issues facing women today and how do you see yourself having an impact on that issue? The author of the winning essay received an all-expense paid (registration and accommodations) to attend the National Conference for College Women Student Leaders, where over 500 colleges from around the country visited Washington, DC area for the conference.

- Starving for Change

The purpose of this was to educate students about the issues of hunger and nutrition both locally and globally. This event featured a screening of the film Food, Inc., followed by a discussion, following the screening and discussion the student participated in a Global Hunger Banquet, a faculty member introduced the concept of the Hunger Banquet and answered questions about global hunger and differences in portions. This program was a collaboration between the Diversity and Culture Center, the Denit Honors Program, and the Rosenberg Center for Student Involvement.

- **Experience Abroad Panel**
This program was an opportunity for students to learn about study abroad, working abroad, and volunteering abroad. Panelists included students who had these opportunities; they described their experiences, followed by questions from the audience.
- **West Meets East Film Forum**
This program featured two days of films and discussion which focused on the educational and culturally expansive journey into the world of Chinese films from a diverse perspective. Discussions were led by expert panelists, who provided analysis and a deep understanding of Chinese culture. A total of eight films were shown over two days. This program was a collaboration with the Legal, Ethical, and Historical Studies Division, and the Diversity and Culture Center.
- **The Power of Words**
The intent of this program is to provide the opportunity for those in attendance to gain a deeper understanding of how words commonly used in our vocabulary can have a strong impact (both positive and negative) on others. James Kinstle, a professional at improvisation led participants through various scenarios to illustrate various situations where words could have an impact. This program was a partnership with Spotlight UB and the Center for Educational Access. This program was a continuation of the dialogue which began with the R-Word campaign.
- **Civil War to Civil Rights Walking Tour**
This tour is a self-guided audio tour that chronicles the Civil War and Civil Rights in Washington, D.C. Historical sites were visited, information about the sites were downloaded onto MP3 players and the “tour guide” provided information about the sites and the impact on the Civil War and the Civil Rights movement.
- **Self-Mastery: Strategies for Success in Any Situation**
This program focused on helping students develop strategies for coping with the stressors in their lives, participants had the opportunity to self-reflect and were provided information about how to conquer stress, and participants had the opportunity to participate in guided meditation.
- **International Coffee Hour**
This program was designed to encourage interaction between international students and other students in a casual, relaxed environment. Various coffees and teas were served, and several coffee hours were held throughout the academic year in the Diversity and Culture Center.

Diversity and Culture Center Programs and Services: Ongoing Collaborations

- Diversity Resource Library

The Diversity Resource Library continues to be utilized by students, faculty and staff. Resource materials offered include movies, magazines and books which focus on various aspects of diversity. The Resource library continues to grow; over the FY 2011-2012, 72 new movies and books were added 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 understand the American university culture and the University of Baltimore community, their academic requirements, develop a connection with the University community and fellow new international students, faculty and staff 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

This year the annual Holidays Around the World was included in the International Education Week offerings. The IEW was held during the month of November and included the International Photo Contest and International Alumni Career Panel. The Holidays Around the World program included international student presenters from Saudi Arabia, Puerto Rico, Peru, and Nigeria. The students presented information about holidays and cultural traditions 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. The International Alumni Career Panel consisted of four former UB international students who discussed their careers and experiences since graduating from UB.

- 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, Women's history, and Jewish Americans. The Global Village program was held at the beginning of the school year. The goal of this program was to provide students a global immersion experience, by offering information, displays, games, music and food from various countries and cultures.

- World AIDS Day

Red ribbons were distributed on December 1, 2012 to commemorate World AIDS Day. The AIDS quilt was also displayed in the Student Center during the month of December.

- African American Arts Festival

The Diversity and Culture Center and Spotlight UB once again co-sponsored the 4th annual African American Arts Festival in February. The festival included the kick-off concert by Queen Earth, an acoustic musician, the next event was the Poetry Slam hosted by National

Poetry Champion, Gayle Dantly. The winner of the poetry slam received a \$50 cash prize. The final event off the festival was the production of Rain Pryor's Fried Chicken and Latkes, a powerful performance in which Pryor reflected on the cultural mix of her upbringing through comedy and song.

- Soup and Substance

The first Soup and Substance program series was held during the fall 2010 semester. The monthly series of small group dialogues during the academic year, 2011-2012 included the following topics: Interracial marriage, Women and Religion, and Human Trafficking. Faculty, staff and student community activists facilitated these discussions.

- UB Midtown and Mt. Vernon Walking Tour

The purpose of the walking tour is to introduce students to the UB Midtown and Mt. Vernon historical area, in addition to familiarizing them with local neighborhood resources. This program was facilitated by the UB Housing graduate assistant

Diversity and Culture Center's Progress toward Planning Goals, 2011-12

Institutional 2012 Goals:

- The University of Baltimore will enhance the quality of learning, teaching and research.
- The University of Baltimore will foster a diverse participatory community of students, faculty, staff and alumni as a core institutional strength and value.
- Support the awareness and inclusion of diversity in academic and co-curricular programming

Divisional Strategic Goals:

- Clearly define a university recognized divisional structure, reporting lines.
- Increase our understanding of student needs and expectations.
- Enhance and expand plans for student activities, programs and services

Departmental Goals:

- Successfully complete office move.

Progress: The Diversity and Culture Center successfully moved to the Student Center at the beginning of the spring 2011 semester. The Center hosted an open house in which students, faculty and staff were invited.

- Hire and cross train staff in international advising and services.

Progress: The Director and Program Coordinator attended conferences and workshops which focused on international student needs. Staff will continue to attend workshops and conferences to address training needs. Hiring of additional staff is anticipated during the next fiscal year.

- Develop and implement successful programs and services.
Progress: New program initiatives targeted to address the needs of International students were implemented during the 2010-2011 academic year. New initiatives for the upcoming year include the UB Friendship program which will launch in the spring 2012 semester and the International Student Resource Guide will be available on our website fall 2010.

Performance Measures for DCC Programs, 2011-12

Measures

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

PROGRAMS	Measure 1	Measure 2	Measure 3	Measure 4
Soup & Substance: Civility	7	1	75%	87.5%
UB Midtown & Mount Vernon Walking Tour	10	1	100%	100%
International Student Welcome Reception	9	0	100%	100%
Fall 2011 International Orientation	19	0	99%	96%
Global Village	46	1	88%	89%
Civil War to Civil Rights Walking Tour				
Experience Abroad	8	3	100%	86%
Passover Seder	2	1	100%	66%
Self Mastery: Strategies for Success	6	1	85%	86%
Soup & Substance: Women and Religion	4	0	100%	100%
Soup & Substance: Human Trafficking	6	1	63%	75%
Spring 2012 International Orientation Program	16	0	89%	89%
Soup & Substance: Is Marriage a Privilege or a Right?	6	4	90%	100%
The Power of Words	11	5	100%	100%
Holidays Around The World	N/A	N/A	87%	81%

Section IV: Additional initiatives

- In the fall 2012, UB initiated its new shared governance structure. An important feature of this is the Diversity and Culture Committee, a new shared governance body composed of faculty, students, and staff. One of the charges of the new shared governance committee is to revise the original 2009 Diversity Plan by May 2013.
- In partnership with USM and the ITHAKA Foundation, UB is examining creating online courses in women's studies and in African-American literature using curriculum from Coursera.
- The East meets West Film Festival was the creation of faculty members in the UB Legal, Ethical and Historical Studies (LEHS) program and was partially funded by a Maryland Humanities Council Grant.
- Under the auspices of the UB 21 Catalyst Grant program, in the fall an interdisciplinary team of UB faculty members hosted a summit of leaders from education, business, governmental agencies and the community on increasing opportunities for Hispanic students to achieve success in higher education.
- UB's MFA in Creative Writing and Publishing Arts through its MFA Reading Series, Write-Brain Kids program, and journal Passager provides opportunities for diverse groups of students and the community to engage in creative writing.
- The UB English program through its hiring of an expert in multicultural literatures has increased its course offerings in Native American Literature, African-American literature, and in Critical Race Studies. The new director of the UB writing program is a specialist in writing and writing-related pedagogies for the LGBT/q communities.
- The Center for Educational Access, in partnership with the Office of the Provost, has prepared an online instructional module addressing ADA and compliance issues that will be launched as part of faculty and staff training by the late spring 2013. The design and work on this online tutorial has been ongoing since fall 2011.
- The Office of Student Affairs sponsored a two-day staff training event led by Stewart Speaking and Consulting and with the Alliance for Change Consulting, planned in fall 2012 and offered in January 2013, the two events were "Facilitating Student Development through Student Affairs Work" and "Building Inclusive Campus Environments". The two day programs were attended by sixty members of the UB community.
- Finally, as part of the UB Academic Plan, the University's four deans have identified increases in global partnerships and international student recruiting as a goal for AY 2012-13.

Section V: Comparative Tables

	Table I: Tenured/Tenured Track															
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	12	8.8%	8	4	13	9.4%	8	5	12	8.5%	7	5	12	8.3%	7	5
American Indian or Alaskan Native	0		0	0	0		0	0	0		0	0	0	0	0	0
Asian	13	9.5%	9	4	13	9.4%	9	4	9	6.3%	5	4	9	6.3%	6	3
Hispanic/Latino	3	2.2%	1	2	4	2.9%	1	3	4	2.8%	1	3	5	3.5%	1	4
White	109	79.6%	69	40	108	78.3%	66	42	111	78.2%	66	45	114	79.2%	71	43
Native Hawaiian or Pacific Islander	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%		
Did not Self identify	0		0	0	0		0	0	6	4.2%	5	1	4	2.8%	3	1
Total	137	100.0%	87	50	138	100.0%	84	54	142	100.0%	84	58	144	100.0%	88	56

	Table II: Other Tenured Status															
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	5	15.2%	2	3	7	17.5%	3	4	7	17.5%	2	5	6	15.8%	2	4
American Indian or Alaskan Native	0		0	0	0		0	0	0		0	0	0	0.0%	0	0
Asian	2	6.1%	0	2	4	10.0%	0	4	3	7.5%	0	3	5	13.2%	0	5
Hispanic/Latino	0		0	0	0		0	0	0		0	0	0	0.0%	0	0
White	26	78.8%	11	15	29	72.5%	14	15	28	70.0%	13	15	26	68.4%	14	12
Native Hawaiian or Pacific Islander	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
Did not Self identify	0		0	0					2	5.0%	1	1	1	2.6%	0	1
Total	33	100.0%	13	20	40	100.0%	17	23	40	100.0%	16	24	38	100.0%	16	22

	Table III: 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%	58	149	228	37.1%	59	169	220	36.4%	63	157
American Indian or Alaskan Native	1	0.2%	1	0	1	0.2%	1	0		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 Pacific Islander									1	0.2%	0	1	1	0.2%	0	1
Two or More races									2	0.3%	1	1	4	0.7%	2	2
Did not Self identify					28	4.7%	15	13	18	2.9%	8	10	15	2.5%	8	7
Total	590	100.0%	221	369	590	100.0%	230	360	615	100.0%	230	385	604	100.0%	234	370

			Table IV: Undergraduate Students														
		Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	
African-American/Black	918	34.7%	292	626	1,143	38.5%	360	783	1,350	42.3%	449	901	1,450	45.2%	490	960	
American Indian or Alaskan Native	13	0.5%	8	5	19	0.6%	11	8	19	0.6%	11	8	18	0.6%	10	8	
Asian	116	4.4%	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	3.0%	40	55	72	2.2%	34	38	
White	982	37.1%	487	495	1,026	34.6%	539	487	1,154	36.2%	628	526	1,213	37.8%	640	573	
Native Hawaiian or Pacific Islander	-		-	-			-	-	4	0.1%	4	-	9	0.3%	6	3	
Two or More races	-		-	-			-	-	38	1.2%	11	27	72	2.2%	25	47	
Did not Self identify	547	20.7%	247	300	578	19.5%	240	338	384	12.0%	161	223	238	7.4%	81	157	
Total	2,646	100.0%	1,120	1,526	2,969	100.0%	1,245	1,724	3,189	100.0%	1,390	1,799	3,208	100.0%	1,359	1,849	
International Students	34		18	16	35		18	17	37		19	18	49		25	24	
Grand Total	2,680		1,138	1,542	3,004				3,226		1,409	1,817	3,257		1,384	1,873	

			Table V: Graduate Students														
		Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	
African-American/Black	649	21.9%	175	474	645	21.0%	171	474	744	23.7%	223	521	795	25.9%	231	564	
American Indian or Alaskan Native	8	0.3%	1	7	10	0.3%	4	6	7	0.2%	4	3	5	0.2%	3	2	
Asian	162	5.5%	76	86	156	5.1%	61	95	149	4.7%	63	86	125	4.1%	53	72	
Hispanic/Latino	66	2.2%	24	42	61	2.0%	24	37	85	2.7%	37	48	63	2.1%	28	35	
White	1,400	47.2%	670	730	1,523	49.6%	723	800	1,654	52.7%	794	860	1,757	57.2%	853	904	
Native Hawaiian or Pacific Islander	-		-	-			-	-	4	0.1%	1	3	4	0.1%	1	3	
Two or More races	-		-	-			-	-	33	1.1%	9	24	52	1.7%	14	38	
Did not Self identify	682	23.0%	303	379	674	22.0%	290	384	462	14.7%	215	247	270	8.8%	112	158	
Total	2,967	100.0%	1,249	1,718	3,069	100.0%	1,273	1,796	3,138	100.0%	1,346	1,792	3,071	100.0%	1,295	1,776	
International Students	196		90	106	192		85	107	137		62	75	114		48	66	
Grand Total	3,163		1,339	1,824	3,261		1,358	1,903	3,275		1,408	1,867	3,185		1,343	1,842	

**UNIVERSITY OF MARYLAND,
BALTIMORE**

PROGRAM OF CULTURAL DIVERSITY UNIVERSITY OF MARYLAND, BALTIMORE 2012 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.¹ 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 has accreditation standards that keep the issue in the forefront of their educational efforts. This 2012 Progress Report briefly highlights some of the activities that have occurred in the past year.

1. Summary of Institutional Plan

The University's Strategic Plan Report,² released in 2011 identifies seven Core Values and makes 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 Strategic Plan goes on to state:

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.

¹ 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.

² <http://www.umaryland.edu/strategicplan/docs/StrategicPlan.pdf>

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 to be utilized in pursuit of the goals.

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

Tactics:

1.1 Assign to the President’s Diversity Advisory Council oversight and support of the University’s diversity and inclusion initiatives.

1.2 Establish a diversity and inclusion distinguished fellow who will develop and operationalize novel initiatives promoted by the Diversity Advisory Council.

1.3 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.

1.4 Conduct a University-wide diversity and inclusion assessment to establish a baseline from which to build programs and initiatives.

1.5 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:

2.1 Establish new and support existing initiatives for diversity and inclusion in all academic and administrative units and develop accountability mechanisms to assess outcomes.

2.2 Include “promotion of diversity and inclusion” among performance criteria in the reviews of all University leaders.

2.3 Promote diversity among faculty and leadership.

2.4 Conduct a periodic compensation review to promote best practice in salary and resource allocation to ensure equitable and performance-based treatment for all.

2.5 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:

3.1 Create a cultural competency initiative that promotes cultural competency throughout the University.

3.2 Establish a resource on professionalism to guide the University's effort in promoting cultural competency as an essential and desirable attribute in the ongoing growth and development of faculty, staff and students.³

3.3 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 is overseen by Work Group co-chairs Pete Gilbert, Senior Vice President and Chief Operating Officer and Dr. Roger Ward, Associate Vice President for Academic Affairs and Chief Accountability Officer.⁴

The Work Group has prepared metrics for each tactic and assigned a priority rating and an implementation year.⁵ There are 5 "Priority 1" Tactics. For each, a responsible party has been assigned, a start date established, and fiscal impact considered.

Priority 1 Goals for 2013

Tactic 1:	Responsible Party: Roger Ward	Priority		Start		Fiscal Impact		Status	
1.1 Assign to the President’s Diversity Advisory Council oversight and support of the University's diversity and inclusion initiatives.	1	2013	Neutral		Underway				
			N/A						
Metrics:		Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R	
Formally assign responsibility for 1.1.1 diversity and inclusion initiatives to the Diversity Advisory Council.	Target		Yes	-	-	-	-		
	Actual		Yes	-	-	-	-		

³ This Tactic differs slightly from the Draft Report reference in last year's Report.

⁴ The other members of the group are identified on Appendix A.

⁵ A copy of the work-group spreadsheet is attached as Appendix B.

Tactic 3: Responsible Party: Deans			Priority		Start		Fiscal Impact		Status	
1.3	Appoint in each school a senior administrator or faculty member to liaise with the Diversity Advisory Council on diversity and inclusion initiatives.	1		2013	Neutral		Start 9/2012			
					N/A					
Metrics:			Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R	
1.3.1	Liaison to the Diversity Advisory council appointed by each school.	Target								
		Actual								

Tactic 2: Responsible Party: Marjorie Powell		Priority		Start		Fiscal Impact		Status	
2.2	Include "promotion of diversity and inclusion" among performance criteria in the reviews of all University leaders.	1		2013	Neutral		Start 3/2013		
					N/A				
Metrics:			Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R
2.2.1	Performance appraisal standards for university leaders include 'promotion of diversity and inclusion' as a criterion for review.	Target							
		Actual							

Tactic 3: Responsible Party: President Jay Perman		Priority		Start		Fiscal Impact		Status	
2.3	Promote diversity among faculty and leadership.	1		2013		Neutral		Underway	
						N/A			
Metrics:			Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R
2.3.1	The Diversity/EEO/AA Manager assesses the diversity of the tenured faculty and senior administrative staff and presents findings to the Diversity Advisory Council.	Target							
		Actual							
Metrics:			Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R
2.3.2	The Diversity Advisory Council reviews findings of the Diversity/EEO/AA Manager (see, metric 2.3.1) and proposes recommendations for enhancing diversity the University's executive leadership.	Target							
		Actual							

Tactic 5: Responsible Party: Laura Kozak		Priority		Start		Fiscal Impact		Status	
2.5	Publicize events and programs that recognize and celebrate diversity and promote inclusion.	1		2013	Minimal		Underway		
					Ongoing				
Metrics:			Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R
2.5.1	The University community is able to access an online calendar that highlights events and programs that celebrate diversity and promote inclusion.	Target							
		Actual							

In subsequent years, UMB will report on the implementation of these 2013 goals and the efforts to get underway the five items marked for implementation inception in 2014.

2. Efforts to Increase Numerical Representation

No stronger statement can be made about the importance of promoting diversity and encouraging its growth than the fact that President Perman has been designated the “Responsible Party” for Tactic 3, (noted above as part of Goal 2). This Tactic has been given the highest priority designation.

Tactic 3: Responsible Party: President Jay Perman			Priority		Start		Fiscal Impact		Status	
2.3 Promote diversity among faculty and leadership.			1		2013		Neutral		Underway	
							N/A			
Metrics:				Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R
The Diversity/EEO/AA Manager assesses the diversity of the tenured faculty and senior administrative staff and presents findings to the Diversity Advisory Council. 2.3.1			Target							
			Actual							
Metrics:				Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R
The Diversity Advisory Council reviews findings of the Diversity/EEO/AA Manager (see, metric 2.3.1) and proposes recommendations for enhancing diversity the University's executive leadership. 2.3.2			Target							
			Actual							

The University recognizes the significance of providing students with leaders and role models that reflect the diversity of our Nation's population.

Tactic 4, which is slated for implementation in the second year of the Strategic Plan period, will focus on compensation in order to identify any inequities that might hinder UMB's desire to increase the numerical representation of traditionally underrepresented groups within staff and faculty.

Tactic 4:			Priority		Start		Fiscal Impact		Status	
2.4 Conduct a periodic compensation review to promote best practice in salary and resource allocation to ensure equitable and performance-based treatment for all.			3		2014		Neutral		Start 7/2014	
							N/A			
Metrics:				Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R
Human Resources Department establishes a schedule for conducting a compensation review and defines a process for sharing the results with appropriate university leadership. 2.4.1			Target							
			Actual							

While the Strategic Plan process has brought enhanced focus to some of UMB's actions, there can be no doubt that UMB has always been committed to recruiting and retaining underrepresented groups. Each of the University's Schools, within the confines of federal law, has focused student recruitment strategies directed toward outreach to underrepresented minority groups as schools which historically educate those populations. The various admissions policies aspire to achieve a broadly diverse student

body and to this end, Schools engage 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, promise to make a special contribution to the community. The University 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 Campus' educational and social environment.

Additionally, the Schools also have obligations to their individual accreditation agencies each of whom, in some way, acknowledges the fact that fostering diversity in the profession is an important prong. Take, for example, Standard IS-16⁶ of the Liaison Committee on Medical Education:

IS-16. An institution that offers a medical education program must have policies and practices to achieve appropriate diversity among its students, faculty, staff, and other members of its academic community, and must engage in ongoing, systematic, and focused efforts to attract and retain students, faculty, staff, and others from demographically diverse backgrounds.

It continues with the following Annotation:

The LCME and the CACMS believe that aspiring future physicians will be best prepared for medical practice in a diverse society if they learn in an environment characterized by, and supportive of, diversity and inclusion. Such an environment will facilitate physician training in:

- * Basic principles of culturally competent health care.
- * Recognition of health care disparities and the development of solutions to such burdens.
- * The importance of meeting the health care needs of medically underserved populations.
- * The development of core professional attributes (e.g., altruism, social accountability) needed to provide effective care in a multidimensionally diverse society.

The institution should articulate its expectations regarding diversity across its academic community in the context of local and national responsibilities, and regularly assess how well such expectations are being achieved. The institution should consider in its planning elements of diversity including, but not limited to, gender, racial, cultural, and economic factors. The institution should establish focused, significant, and sustained programs to recruit and retain suitably diverse students, faculty members, staff, and others.

⁶ http://www.lcme.org/connections/connections-2012-2013/IS-16_2012-2013.htm

Lastly, the Secretariat Comments make plain:

[T]he fact that IS-16 is located in the Institutional Standards section of the Functions and Structure of a Medical School document reflects the fact that this standard is not solely about student diversity, but rather that it requires a school-wide policy defining the desired elements of diversity among students, faculty, and staff.

Continuous efforts are also made by the University's Department of Human Resource Services. Each year, the University's Diversity/EEO/AA Office coordinates various internal and external diversity initiatives to support the mission and goals of the University.⁷

UMB Mentoring Program

This program assists new hires in adapting successfully to the new workplace. It also helps them become oriented more quickly to the University and its goals, vision, and culture, while helping them assess their professional aspirations within our organization. New hires are randomly selected and paired with an employee who has been with the University five years or more. This structured mentoring program was successfully piloted in 2008. Participation in the program is voluntary. The mentoring relationship is special and based on open communication, mutual respect, and trust.

The program runs from June to December each year. For more information log onto <http://www.hr.umaryland.edu/diversity/mentoring.htm>

YouthWorks Summer Jobs Program

Each year the University collaborates with the Mayor's Office of Employment Development (OED) in its efforts to employ Baltimore City youth for six weeks of full-time summer employment. Through our 22 year partnership with OED, the University's program has been a model for others within the City of Baltimore, with its unique mentoring component that pairs students with staff/faculty and UMB students on campus. Guided mentoring activities help to provide educational and career direction for its participants.

In 2011, UMB hosted 13 students in the various areas across campus such as, Public Safety, URecFit, Office of Academic Affairs, Psychiatry, Oncology, and the Human Research Protections Office, just to name a few. Our "star" student, Jamesha Perkins, who worked in Neurology, has been the "poster child" for this effort and traveled around the City with Mayor Stephanie Rawlings Blake speaking on the success of the program. Overall the program enhances the students' future, as they are exposed to real work experiences. The University has benefited greatly from this program as many of the Baltimore City youth have made successful careers here at UMB.

Project Search

⁷ Participation in these programs by race/ethnicity/gender is broken down on Appendix C.

Through a continuing partnership between UMB, the Arc of Baltimore, the Baltimore City Public School System, and the Division of Rehabilitation Services (DORS), Project Search is a model in workforce and career development for adults and students with disabilities. This program creates internships for high school students to learn employable skills within the campus. It improves the student's probability of being employable and enhances the campus awareness of the potential of people with disabilities.

UMB was 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 hiring of some of the students, as well as broaden the scope throughout the University System of Maryland and the surrounding community. In 2010, UMB achieved part of this goal as the University of Maryland Medical Center (UMMC) joined its efforts in this beneficial program.

Individuals With Disabilities Program Efforts

Diversity/EEO/AA evaluates disability accommodation requests from employees in compliance with the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and Section 504 of the Rehabilitation Act of 1973. The ADA was designed to remove barriers which prevent qualified individuals with disabilities from enjoying the same opportunities that are available to persons without disabilities. The Associate Vice President of Human Resource Services, Marjorie L. Powell, chairs the ADA Steering Committee. The Diversity/EEO/AA Manager, Sheila K. Greenwood, and Specialist, Camille Givens-Patterson serve on the committee to address issues of disability and access at UMB. The ADA Steering Committee is designed to strengthen the University's commitment to the law, policy, and principles of equal access and opportunity for persons with disabilities.

The ADA Steering Committee is organized to ensure that all parts of the organization are represented in ADA issues and that we speak in one voice in compliance with the law. The committee is comprised of various faculty, staff, students, and individuals with disabilities from the campus community.

Under the ADA Steering Committee, the University participates in the Access Maryland program through the Maryland Department of Disabilities (MDOD). The purpose of the program is to bring state-owned facilities into compliance with state and federal mandates requiring access for person with disabilities. The University maintains a transition plan under MDOD. This plan is a three-year living document that helps the campus estimate the cost of removing barriers to accessibility. This plan is also a required in order to request funding for the projects from MDOD. In FY 13, the University will receive \$167,750 for select project improvements. The FY 14 request has been submitted to MDOD and the University is currently awaiting its results.

3. Efforts to Create Positive Interactions and Cultural Awareness

Campus-wide Efforts

The Office of Academic Affairs/Campus Life Services is responsible for **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 entire University community. Each year, the offerings increase as suggestions are welcomed from the University's diverse and vibrant student, staff and faculty members.

Each Heritage/History Month program⁸ 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.

Other educational efforts took place during the year as well. In October, 2012, the Office of Educational Support and Disability Services and the UM ADA Steering Committee co-sponsored an **"ADA Workshop: Understanding the New Guidelines"** which allowed students, faculty and staff to receive an update on ADA law and instruction on self-advocacy. Also in October, Human Resource Services hosted a **"Disability Education and Awareness Day"** in recognition of National Disability Employment Awareness Month.

The President's Office communicates its commitment to advancements in diversity through the annual Dr. Martin Luther King, Jr. lecture and the presentation of the **Diversity Recognition Award**⁹ named in Dr. King's honor. Through the nomination process, the entire University gets an opportunity 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. The recipient of the 2012 Award was the **Promise Heights Initiative**¹⁰ wherein UMB, community non-profits and faith based organizations have joined together to form a partnership to improve educational and developmental outcomes for children and families in the West Baltimore neighborhood of Upton/Druid

⁸ A list of partial list of programs is attached as Appendix D.

⁹ <http://www.oea.umaryland.edu/communications/news/?ViewStatus=FullArticle&articleDetail=19716>

¹⁰ http://www.ssw.umaryland.edu/promise_heights/Promise%20Heights/

Heights. The event also featured the film premiere of the documentary **Walter P. Carter: Champion for Change**. Mr. Carter played an integral role in advancing equal rights for African-Americans in Baltimore City and throughout Maryland.

Another annual endeavor of the President's Office is its **Student Leadership Institute**.¹¹ It provides instruction on a no-fee, no-credit basis to student participants from a variety of schools. Specific topics include: Leading in a Diverse and Global Society; Cultural Understanding; and Cross Cultural Communication.

School Specific Efforts

Detailed information regarding UMB's efforts to incorporate instruction on cultural sensitivity and cultural competency (as well as health literacy and health disparities) was submitted to the Office of Minority Health and Health Disparities, Maryland Department of Health and Mental Hygiene in November of 2012 pursuant to the Maryland Health Improvement and Disparities Reduction Act of 2012.

In the 50+ pages of reporting, UMB detailed relevant coursework, clinical experiences, field training and other academic and co-curricular activities. Rather than attempt to excerpt portions of these reports for inclusion here when most of what is documented there is relevant to the "positive interactions and cultural awareness" query, UMB's report to DHMH has been included as Supplement A.

4. Institutional Demographic Data Requested by USM

Included as Supplement B.

¹¹ <http://www.umaryland.edu/islsi/pi/psli/lunch.html>

Appendix A

Diversity and Culture of Inclusion Implementation Team Members

Co-Chairs

Pete Gilbert, MSF

Senior Vice President and Chief Operating Officer

Roger Ward, EdD, JD, MPA

Chief Accountability Officer

Associate Vice President, Academic Affairs

Members

Jessica Bird, MEd

School of Medicine

Director of Human Resources

Gregory Carey, PhD

School of Medicine

Assistant Professor

Meryl Eddy, JD

University Counsel

Vanessie Fahie, PhD, RN

Assistant Professor

School of Nursing

Courtney Jones

Director, Inter-Professional Service Learning & Student Initiatives

Academic Affairs - Campus Life Services

Amy Ramirez

Director, International Scholar & Student Services

Academic Affairs - Campus Life Services

Appendix B

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

Tactic 1: Responsible Party: Roger Ward			Priority		Start		Fiscal Impact		Status	
1.1 Assign to the President's Diversity Advisory Council oversight and support of the University's diversity and inclusion initiatives.			1		2013		Neutral		Underway	
							N/A			
Metrics:				Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R
1.1.1 Formally assign responsibility for diversity and inclusion initiatives to the Diversity Advisory Council.			Target		Yes	-	-	-	-	
			Actual		Yes	-	-	-	-	

Tactic 2:	Priority		Start		Fiscal Impact		Status	
1.2 Establish a diversity and inclusion distinguished fellow who will develop and operationalize novel initiatives promoted by the Diversity Advisory Council.	3		2014		Minimal		Starts 7/2013	
					IR/Ongoing			
Metrics:		Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R
1.2.1 Diversity and inclusion fellowship job description approved by the Diversity Advisory Council.	Target		-	Yes	-	-	-	
	Actual							
1.2.2 Diversity and inclusion fellow selected by the Diversity Advisory Council.	Target		-	Yes	-	-	-	
	Actual							

Tactic 3: Responsible Party: Deans			Priority		Start		Fiscal Impact		Status	
1.3 Appoint in each school a senior administrator or faculty member to liaise with the Diversity Advisory Council on diversity and inclusion initiatives.			1		2013		Neutral		Start 9/2012	
							N/A			
Metrics:				Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R
1.3.1 Liaison to the Diversity Advisory council appointed by each school.			Target							
			Actual							

Tactic 4:		Priority		Start		Fiscal Impact		Status	
1.4 Conduct a University-wide diversity and inclusion assessment to establish a baseline from which to build programs and initiatives.		1		2014		Minimal		Start 9/2013	
						IR/Ongoing			
Metrics:			Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R
1.4.1 Complete a university-wide diversity and inclusion assessment.		Target							
		Actual							
1.4.2 Launch pilot program(s) and initiative(s) identified by the assessment to address relevant issues.		Target							
		Actual							

Tactic 5:	Priority		Start		Fiscal Impact		Status	
1.5 Administer a periodic survey to assess the campus climate on diversity and inclusion issues.	1	2016	Minimal		Start 1/2016			
			Ongoing					
Metrics:		Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R
Schedule for periodic assessment of the 1.5.1 campus climate established by the Diversity Advisory Council.	Target							
	Actual							

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

Tactic 1:	Priority		Start		Fiscal Impact		Status	
2.1 Establish new and support existing initiatives for diversity and inclusion in all academic and administrative units and develop accountability mechanisms to assess outcomes.	2		6/30/12	6/30/13	Minimal		Start 1/2014	
					Ongoing			
Metrics:		Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R
2.1.1 Descriptions of diversity and inclusion initiatives submitted to the Diversity Advisory Council for review by each academic and administrative unit.	Target							
	Actual							
2.1.2 Accountability mechanism to assess diversity and inclusion initiatives developed by the Diversity Advisory Council.	Target							
	Actual							

Tactic 2: Responsible Party: Marjorie Powell	Priority		Start		Fiscal Impact		Status	
2.2 Include "promotion of diversity and inclusion" among performance criteria in the reviews of all University leaders.	1		2013		Neutral		Start 3/2013	
					N/A			
Metrics:		Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R
2.2.1 Performance appraisal standards for university leaders include 'promotion of diversity and inclusion' as a criterion for review.	Target							
	Actual							

Tactic 3: Responsible Party: President Jay Perman		Priority		Start		Fiscal Impact		Status	
2.3 Promote diversity among faculty and leadership.		1		2013		Neutral		Underway	
						N/A			
Metrics:			Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R
The Diversity/EEO/AA Manager assesses the diversity of the tenured faculty and senior administrative staff and presents findings to the Diversity Advisory Council. 2.3.1		Target							
		Actual							
Metrics:			Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R
The Diversity Advisory Council reviews findings of the Diversity/EEO/AA Manager (see, metric 2.3.1) and proposes recommendations for enhancing diversity the University's executive leadership. 2.3.2		Target							
		Actual							

Tactic 4:	Priority		Start		Fiscal Impact		Status	
2.4 Conduct a periodic compensation review to promote best practice in salary and resource allocation to ensure equitable and performance-based treatment for all.	3		2014		Neutral		Start 7/2014	
					N/A			
Metrics:		Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R
Human Resources Department establishes a schedule for conducting a 2.4.1 compensation review and defines a process for sharing the results with appropriate university leadership.	Target							
	Actual							

Tactic 5: Responsible Party: Laura Kozak		Priority		Start		Fiscal Impact		Status	
2.5 Publicize events and programs that recognize and celebrate diversity and promote inclusion.		1		2013		Minimal		Underway	
						Ongoing			
Metrics:			Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R
2.5.1 The University community is able to access an online calendar that highlights events and programs that celebrate diversity and promote inclusion.		Target							
		Actual							

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.

Tactic 1:	Priority		Start		Fiscal Impact		Status	
3.1 Create a cultural competency initiative that promotes cultural competency throughout the University.	2		2015		Minimal		Start 5/2015	
					Ongoing			
Metrics:		Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R
A value proposition for cultural competency is drafted by the Diversity 3.1.1 Advisory Council and presented to the University's executive leadership for consideration and adoption.	Target							
	Actual							
Metrics:		Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R
Promote and support cultural 3.1.2 competency through programming directed at students, faculty, and staff.	Target							
	Actual							
Tactic 2:	Priority		Start		Fiscal Impact		Status	
3.2 Establish a resource on professionalism to guide the University's effort in promoting cultural competency as an essential and desirable attribute in the ongoing growth and development of faculty, staff, and students.	2		2014		Minimal		Start 9/2013	
					Ongoing			
Metrics:		Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R
Interdisciplinary programs to help build 3.2.1 cultural competence among student leaders in the health, legal and human services professions promoted by the	Target							
	Actual							
Tactic 3:	Priority		Start		Fiscal Impact		Status	
3.3 Offer a training program that prepares faculty, staff, and University leaders to be advocates, and spokespeople for cultural competency initiatives across the University.	2		2014		Minimal		Start 9/2013	
					Ongoing			
Metrics:		Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R
Programs to help build cultural 3.3.1 competence among the University's executive leadership is promoted by the Diversity Advisory Council.	Target							
	Actual							
Metrics:		Baseline	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	G/Y/R
Training program that prepares faculty and staff to lead and champion cultural 3.3.2 competency initiatives across the University launched by the Office of Academic Affairs and the Human Resources Department.	Target							
	Actual							

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 23rd year of participation in 2012
- 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

2012 Program Participant Demographics

Student Employees = 18

Race/Ethnic

Black/African American (18)

Gender

(15) female (3) male

Supervisors = 16*

Race/Ethnic

Caucasian (5)

Black/African American (11)*

(*female supervised 2 students)

Gender

(15) female (1) male

Mentors = 10

Race/Ethnic

Caucasian (3)

Black/African American (7)

Gender

(10) female

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
- 9 new hires were paired with an equal amount of seasoned employees for six months in 2012
- 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

2012 Program Participant Demographics

Protégés (New Hires) = 9

Race/Ethnic		Gender	
Caucasian	2	(7) females	(2) males
Black/African American	6		
Hispanic	1		

Mentors = 9

Race/Ethnic		Gender	
Caucasian	7	(6) females	(3) males
Black/African American	2		

Project Search 2012

- A partnership between UMB, The Arc Baltimore, Baltimore City Public Schools, 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 (4 total):

4 Female

3 African-American, 1 Caucasian

Adults with Disabilities employed by UM who are supported by the Project SEARCH Adult Employment Program (16 total):

3 Female, 13 Male

13 African-American, 2 Asian, 1 Caucasian

Students with Disabilities who are participating in the Project SEARCH High School Transition Program 2012-2013 School Year (12 total):

6 Female, 6 Male

12 African-American

Appendix D

Heritage/History Month Programs

<u>Initiative</u>	<u>Program</u>
Black History Month	Spotlight Artist
Black History Month	Prep School Negro Documentary
Black History Month	Afro-Caribbean Dance Fitness
Black History Month	Civil Rights: A Woman For Change in the 1950s - Helena Hicks
Black History Month	Afro-Caribbean Dance Fitness
Black History Month	Book Discussion & Signing: Is Marriage for White People
Diversity & Inclusion	Safe Space Training
Black History Month	Afro-Caribbean Dance Fitness
Black History Month	Natural Hair Demonstration
Women's History Month	Documentary Screening: Born into Brothels
Women's History Month	Spotlight Artist
Women's History Month	The Vagina Monologues
Asian American/Pacific Islander Heritage Month	Sushi Fest
Asian American/Pacific Islander Heritage Month	Documentary Screening: CAN
Asian American/Pacific Islander Heritage Month	Spotlight Artist
Asian American/Pacific Islander Heritage Month	Calligraphy Class
Asian American/Pacific Islander Heritage Month	Qi Gong & Stress Reduction
Hispanic Heritage Month	Salsa Demonstration & Lesson
Hispanic Heritage Month	2012 Apocalypse & the Mayan Calendar
Hispanic Heritage Month	Health Disparities among the LGBT Latino Community
Hispanic Heritage Month	Spotlight Artist
LGBT Heritage Month	Working while LGBTQ
Hispanic Heritage Month	Spotlight Musician
LGBT Heritage Month	Coming Out Day
LGBT Heritage Month	Ally Week
LGBT Heritage Month	Safe Space Training
LGBT Heritage Month	Gender Inclusive Self Defense
LGBT Heritage Month	Suicide Prevention Training
American Indian Heritage Month	Spotlight Artist
American Indian Heritage Month	Contemporary Concerns of Natives Today

Diversity & Inclusion	Safe Space Training
Diversity & Inclusion	Safe Space Training
National Hunger & Homelessness Week	Homelessness & Youth in Baltimore City
World AIDS Day Week	Documentary Screening: Deep South
American Indian Heritage Month	Two Spirit Then & Now
American Indian Heritage Month	Pow Wow
World AIDS Day Week	HIV Lunch & Learn
World AIDS Day Week	World AIDS Day Resource & Involvement Fair
World AIDS Day Week	Living Ribbon
World AIDS Day Week	Confidential HIV Testing & Care Services

Supplement A

MHEC Report

Maryland Health Improvement and Disparities Reduction Act of 2012

University of Maryland, Baltimore

November, 2012

**REPORT – INSTITUTIONS OF HIGHER EDUCATION:
CULTURAL COMPETENCY TRAINING AND
OTHER HEALTH DISPARITIES REDUCTION ACTIVITIES**

University of Maryland, Baltimore

Discipline: Medicine

Degree(s) Offered: Doctorate

1) How does your health profession training program incorporate instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

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. Cultural competency as one aspect of professionalism is emphasized from the time of 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 latter years of medical school, many of the field placements include seminars or small group sessions where cultural competency issues are discussed, and each clinical rotation is designed to maximize student time spent on improving communication strategies. Students in clinical settings are specifically evaluated on professionalism scales including the doctor-patient relationship across the spectrum of actual and standardized patients that they encounter on their varied rotations. This information is captured electronically as part of the student performance record. During the fourth year, all students take the U.S. Medical Licensing Examination (USMLE), part of which is a standardized patient exercise using a cross-section of patients representing different age, race and gender groups. The School of Medicine closely tracks performance on this examination as it attempts to replicate clinical problems in a diverse patient population.

The Liaison Committee on Medical Education (LCME) conducts regular site surveys and reviews the extensive self-study provided by the School of Medicine. At our most recent survey, no concerns were raised in the area of cultural competency, and the approach to professionalism was cited as excellent. The professionalism initiative has a number of programs to address problems of professionalism including concerns about mistreatment of patients. The following is the LCME standard:

IS-16. An institution that offers a medical education program must have policies and practices to achieve appropriate diversity among its students, faculty, staff, and other members of its academic community, and must engage in ongoing, systematic, and focused efforts to attract and retain students, faculty, staff, and others from demographically diverse backgrounds.

The LCME believes that aspiring future physicians will be best prepared for medical practice in a diverse society if they learn in an environment characterized by, and supportive of, diversity and inclusion. Such an environment will facilitate physician training in:

- Basic principles of culturally competent health care.
- Recognition of health care disparities and the development of solutions to such burdens.
- The importance of meeting the health care needs of medically underserved populations.

- The development of core professional attributes (e.g., altruism, social accountability) needed to provide effective care in a multidimensionally diverse society.

The institution should articulate its expectations regarding diversity across its academic community in the context of local and national responsibilities, and regularly assess how well such expectations are being achieved. The institution should consider in its planning elements of diversity including, but not limited to, gender, racial, cultural, and economic factors. The institution should establish focused, significant, and sustained programs to recruit and retain suitably diverse students, faculty members, staff, and others.

2) Regarding your training for students, which specific courses, clinical experiences, field training and other academic activities include an emphasis on cultural sensitivity, cultural competency, health literacy, and/or health disparities? Describe how the topics have been emphasized in the course (i.e., theory-oriented, skill building, etc.)

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
Introduction to Clinical Medicine I & II	Year I & II Large group lectures and small group discussions are held on the doctor-patient relationship, including communication strategies, racial and ethnic disparities, spirituality, death and dying, gender and sexual orientation differences, socioeconomics, cultural diversity in medicine, professional boundaries, and ethics and professionalism. Students are observed and videotaped with standardized patients who represent a wide range of age, gender and ethnic combinations. The course includes a required service learning community project.	Doctorate	296 Hour plus community project of at least 15 hrs	Required	360 (Years I and II have roughly 160 students)
Medical Spanish	Year I & II Course provides an opportunity for students to enhance their Spanish	Doctorate	40 Hours over 4 terms	Elective – 15 students	0 (course was not offered due to

	language skills, learn medical terminology in Spanish, work in Spanish-speaking communities, and learn about the various cultures.		Plus 80 hours over 4 terms of practical experience	per class	unexpected death of faculty member. Will resume in 2012-13.)
Neuroscience	Year I Course includes a module of lectures and clinical correlations that emphasize communication strategies, socioeconomics, quality care, and patient respect.	Doctorate	116 hours	Required	160
Host Diseases and Infectious Diseases	Year II Students are instructed in the entire spectrum of infectious diseases, including how to diagnose and treat the infections, what populations are most likely to be inflicted with the disease, and what genetic, racial, gender, behavioral and other factors might affect disease susceptibility or treatment outcome. Cultural differences in susceptibility and disease response are presented throughout the 11-week course as part of formal lectures, small group discussions and clinical correlations.	Doctorate	208 hours	Required	160
Pathophysiology & Therapeutics I & II	Year II Course includes lectures and small group discussions to address such topics as communication strategies, minority health, women's health, substance abuse, geriatrics, and genetics.	Doctorate	432 hours	Required	160

Note:

- Degree Level = Certificate, Bachelor, Master, or Doctorate-level Course
- # of Enrollees = Number of course enrollees during the 2011-2012 academic year

B. Field-Based Learning: Clinical Experiences and Practical Applications (please describe)	Degree Level	Graded or Ungraded ?	# of Credits/ Hours	Required or Elective?	# of Student Completions
Medicine Clerkship Year III Clinical rotation includes exposure to issues relevant to patient spirituality, respect for the patient's point of view, and communication strategies.	Doctorate	Graded	480 hours	Required	160
Area Health Education Center (AHEC) Clerkship Year IV Clinical rotation includes an emphasis on communication strategies; racial, ethnic and socioeconomic disparities; health care access and delivery; geriatrics; rural medicine; and homelessness, poverty, and the working poor. Students practice in underserved urban and rural communities.	Doctorate	Graded	160 hours	Required	160
FAPH 541: Family and Community Medicine – Ambulatory Year IV Clinical course provides in-depth training and experience in treating a broad breadth of patients commonly seen in family medicine and developing a greater appreciation for the ways in which a family physician can serve the community.	Doctorate	Graded	160 hours	Elective	5
FAPH 544: Complementary and Alternative Medicine (CAM) Year IV Students cultivate an increased awareness about CAM therapies in an objective and open-minded manner. They analyze the evidence base for CAM, evaluate the benefits and safety, and gain clinical experience in CAM therapies. Students improve their ability to communicate with patients, colleagues, and practitioners about CAM therapies.	Doctorate	Graded	160 hours	Elective	15

MEDC 541-F: Internal Medicine – Ambulatory Year IV A demographically diverse patient population characterizes the primary care practice site. Clinical learning skills include familiarity with the common clinical problems presenting in the primary care setting, familiarity with important aspects of the medical interview, and familiarity with an evidence-based approach to patient assessment and treatment. The clinical experience is combined with case conferences and didactic sessions that cover the broad array of internal medicine problems.	Doctorate	Graded	160 hours	Elective	0
CARD 543: Cardiology – Hypertension Year IV Students learn the basic principles of evaluating and treating patients for essential and/or secondary hypertension and follow-up of medical consequences of this disease process. Students can choose to participate in an ongoing NIH research program called “The Baltimore Partnership to Reduce Racial Disparities in Hypertension and Diabetes Control.” The partnership grant is between the University of Maryland and Bon Secours Health System.	Doctorate	Graded	160 hours	Elective	1
PSYH 544: Addiction Psychiatry Students gain an intensive clinical experience in a broad spectrum of substance abuse programs. Goals include familiarizing each student with the diverse patient population and the multiple levels of care involved in treating substance abusers, including the primary care setting. Students are introduced to the important role played by physicians in the treatment of substance abuse.	Doctorate	Graded	160 hours	Elective	4
Clinical Skills Examination	Doctorate	Graded		Required	160

Year IV Examination (required for graduation) uses 10-12 different medical problems and is designed so that all students must be able to communicate with and discuss medical problems with a wide range of patients. Literature is reviewed for relevant health care discrepancies.					
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C. Other Student-Centered Academic Activities (please describe)	Degree Level	Required or Elective?	# of Student Participants
Student National Medical Association 1.Youth Science Enrichment Program once a month at an urban elementary school to stimulate interest in science and health. 2.Health Professions Recruitment & Exposure Program at area high schools to expose high school students to science-related activities and introduce them to health careers. 3.Minority Professions Recruitment and Exposure Program where pre-med students are given information, tours and mentoring by our med students. 4.CommUnity Fest health information fair at Lexington Market. 5.Regional Meeting (every other year) brings premed students to UMSOM for a day to learn about being a medical student, SNMA etc. 6.Student Day for all SNMA programs where students can visit and network with medical students and faculty here and get an idea of a day in the life of a medical student. 7. Student Health Initiative giving health information to the community on a regular basis.	Doctorate	Elective	Unlimited

3) Are the following changes in student cultural competency measured? (Please mark all that apply)

- Changes in knowledge
- Changes in skills
- Changes in attitudes

4a) If change is being measured, what are the methods used to assess such changes and how often do such assessments occur? (Examples of assessment methods include surveys, essays, written skill exams, clinical practice simulations, etc.)

End of course/rotation for those with multiple choice exams.
 Clinical assessment ongoing during course/rotation with clinical interaction component.
 Clinical simulations several times throughout the year in years I and II, with many rotations in year III.
 USMLE clinical skills exam in year IV.
 Graduation Questionnaire annually to graduating students.

4b) Please describe results of student cultural competency assessments, such as pre- and post-intervention changes, or provide other examples of how students have demonstrated progress toward developing cultural competence.

See below for results from most recent LCME Graduation Questionnaire.

Diversity

20. Based on your experiences, indicate whether you agree or disagree with the following statements (Scale: 1=Strongly Disagree to 5=Strongly Agree)

		Ratings						
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Count
My knowledge or opinion was influenced or changed by becoming more aware of the perspectives of individuals from different backgrounds.								
Maryland, U of	2008	2.9 %	7.2 %	19.4 %	33.8 %	36.7 %	3.9	139
Maryland, U of	2009	1.6	3.9	16.3	48.1	30.2	4.0	129
Maryland, U of	2010	1.4	3.5	15.5	60.6	19.0	3.9	142
Maryland, U of	2011	0.0	5.9	15.8	64.4	13.9	3.9	101
Maryland, U of	2012	0.0	3.0	15.8	49.5	31.7	4.1	101
All Schools	2012	1.1	3.7	18.2	56.6	20.4	3.9	12,245
The diversity within my medical school class enhanced my training and skills to work with individuals from different backgrounds.								
Maryland, U of	2009	1.6	7.8	22.5	38.6	30.2	3.9	129
Maryland, U of	2010	3.5	4.9	16.8	48.3	26.6	3.9	143
Maryland, U of	2011	1.0	5.0	15.8	61.4	16.8	3.9	101
Maryland, U of	2012	1.0	5.0	17.8	42.6	33.7	4.0	101
All Schools	2012	3.4	9.3	21.3	43.8	22.3	3.7	12,242

5) If change is not being measured, what resources would facilitate assessment of students on topics related to health disparities, health literacy, and cultural competency?

n/a

Health Disparities-Reduction Activities (Please provide title, description of event, and intended outcome.)	Date	Target Audience	# of Participants
Research and Education - Baquet: The University of Maryland School of Medicine Program in Minority Health and Health Disparities Education and Research (PMHHD) educates current and future health professionals about issues related to health disparities, supports relevant multidisciplinary research and fosters quality clinical care for minorities and diverse populations.	ongoing	Current and future health professionals	Unlimited

<p>The program has three core areas of focus: education, research and clinical outcomes. It implements a curriculum that focuses on undergraduate medical education, faculty development, training and continuing medical education. It also develops tools to systematically define, measure, and assess health disparities, develop prevention and intervention strategies for delaying the onset or progression of diseases which contribute to health disparities, develop new and improved screening and diagnostic modalities and therapeutic approaches, and advance the understanding of etiologic and progressive factors of diseases where disparities exist in vulnerable populations. The anticipated outcomes will be the prevention of bias in clinical care and the elimination of treatment disparities.</p> <p>http://medschool.umaryland.edu/minorityhealth.asp</p>			

[Note: Examples of other health disparities-reduction activities may include participation in activities of the Local Health Improvement Coalition or other health disparities-related groups and committees, community engagement and outreach, health disparities-focused faculty research activities, etc.]

**REPORT – INSTITUTIONS OF HIGHER EDUCATION:
CULTURAL COMPETENCY TRAINING AND
OTHER HEALTH DISPARITIES REDUCTION ACTIVITIES**

University of Maryland, Baltimore

Discipline: Allied Health: Genetic Counseling (offered through the School of Medicine)

Degree(s) Offered: Master's

1) How does your health profession training program incorporate instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

The field of Genetic Counseling is one that mandates practitioners recognize and incorporate cultural sensitivity, cultural competency, health literacy, and awareness of health disparities into all aspects of training.

As described by the American Board of Genetic Counseling, a genetic counselor is a health professional who is academically and clinically prepared to provide genetic services to individuals and families seeking information about the occurrence, or risk of occurrence, of a genetic condition or birth defect. The genetic counselor practices as part of a genetic services delivery team. The genetic counselor communicates genetic, medical, and technical information in a comprehensive, understandable, non-directive manner with knowledge of and insight into the psychosocial and ethno-cultural experiences important to each client and family. The counselor provides client-centered, supportive counseling regarding the issues, concerns, and experiences meaningful to the client's circumstances.

Genetic counseling includes:

- (a) eliciting and interpreting individual and family medical, developmental and reproductive histories;
- (b) determining the mode of inheritance and risk of occurrence and recurrence of genetic conditions and birth defects;
- (c) explaining the etiology, natural history, diagnosis, and management of these conditions;
- (d) interpreting and explaining the results of genetic tests and other diagnostic studies;
- (e) performing a psychosocial assessment to identify emotional, social, educational, and cultural issues;
- (f) evaluating the client's and/or family's responses to the condition or risk of occurrence;
- (g) providing client-centered counseling and anticipatory guidance;
- (h) promoting informed decision-making about testing, management, reproduction, and communication with family members;
- (i) identifying and using community resources that provide medical, educational, financial, and psychosocial support and advocacy; and
- (j) providing written documentation of medical, genetic, and counseling information for families and other health professionals.

In order to maintain ABGC accreditation, the MGC program is required to provide instruction and have students demonstrate mastery of a number of important concepts which include but are not limited to: Individual Psychosocial Development; Family Dynamics; Multicultural Sensitivity and Competency; Health and Social Policy; and Community, Regional, and National Resources.

The MGC program provides instruction in each of the areas of cultural sensitivity, competence, health literacy and health disparities and they serve as an overarching theme in the majority of course content.

2) Regarding your training for students, which specific courses, clinical experiences, field training and other academic activities include an emphasis on cultural sensitivity, cultural competency, health literacy, and/or health disparities? Describe how the topics have been emphasized in the course (i.e., theory-oriented, skill building, etc.)

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
HGEN 610	<p>Through case presentation and group discussion with students and faculty, Master's in Genetic Counseling students evaluate their role and improve their skills in the genetic counseling process. The medical, psychosocial, socioeconomic, cultural, and ethical issues encountered in concurrent clinical rotations will be thoroughly explored.</p> <p><u>Learning Objectives and Competencies:</u></p> <ol style="list-style-type: none"> 1. Identify, analyze and understand the medical, psychosocial, socioeconomic, cultural, and ethical issues inherent in the genetic counseling process. 2. Evaluate counseling skills, style and effectiveness. 	Master's	1	Required	13
HGEN 611	This two-semester course will give students hands-on experience with genetic support groups as well as identify and analyze critical literature in the grief and coping body of knowledge with regards to genetic disorders. Each student will	Master's	2	Required	7

	<p>select a camp to volunteer to complete service based learning between the first and second years of study. Additionally, students will attend a minimum of two support group meetings per semester in the Baltimore area. They may also volunteer for a local, regional or national support group meeting.</p> <p><u>Learning Objectives and Competencies:</u></p> <p>Through this experience students will be able to:</p> <ol style="list-style-type: none"> 1. Recognize the role of support groups for families affected by genetic disorders. 2. Understand the organization of support groups and the services they offer. 3. Identify and access local, regional, and national support group resources and services for clients as appropriate with consideration to psychosocial and cultural issues. 4. Appreciate the impact of genetic disease on the individual and/or family. 5. Interact with individuals who have a genetic disease. 				
HGEN 615	<p>This course is designed to give both 1st and 2nd year students a forum to critically evaluate current topics in the genetics profession and develop various clinical skills that will enhance clinical practice. Students will participate in group discussion of current topics in the genetics literature. Additionally, they will complete a series of assignments and presentations designed to develop creative educational tools and improve familiarity with genetics</p>	Master's	1	Required	13

	<p>activities and resources.</p> <p><u>Learning Objectives and Competencies:</u></p> <ol style="list-style-type: none"> 1. Critically evaluate and demonstrate an understanding of current topics in the fields of genetics. 2. Develop an awareness for varying teaching methods and tools that may be applied to patients and their families in diverse clinical settings. 3. Synthesize and summarize pertinent medical and genetic information in different cultures and populations. 4. Demonstrate familiarity with genetic, medical and social science literature and clinical applications. 				
HGEN 620	<p>This course is designed to introduce the principles of the field of genetic counseling. This lecture series will cover the history behind the development of genetic counseling as a profession, and the concepts of nondirectiveness and patient autonomy will be emphasized throughout the course. In addition, applications of genetic counseling in medical care will be demonstrated, with special attention to the psychosocial and communication aspects of the field. This course is designed to complement HGEN 728, Clinical Genetics I, and along with HGEN 621, will help prepare students for clinical rotations the following year.</p> <p><u>Learning Objectives and</u></p>	Master's	2	Required	7

	<u>Competencies:</u> <ol style="list-style-type: none"> 1. Understand the genetic counseling profession and the concept of nondirectiveness and non-prescriptiveness from a historical, theoretical, and practical perspective. 2. Apply the core components of a genetic counseling session including pedigree construction, risk assessment, communication of genetic information (with cultural, socioeconomic and educational awareness), and knowledge of screening and diagnostic techniques in a prenatal and pediatric setting. 3. Identify appropriate resources for case preparation, management and client referral. 4. Address the psychosocial aspects of a genetic counseling session including decision-making, giving bad news, pregnancy termination, and loss, grief, and bereavement using client-centered counseling techniques. 				
HGEN 621	<p>This course is designed to complement HGEN 620 and introduces the student to advanced topics in genetic counseling. Genetic counseling in specific practice areas including cancer genetics, assisted reproductive technology, psychiatry and teratology will be presented. Client-centered counseling theory and multicultural counseling will also be addressed. To emphasize the psychosocial aspects of genetic disease, guest lecturers who have direct experience with a particular</p>	Master's	2	Required	7

	<p>genetic disease will discuss their experiences. This course is designed to fine-tune the student's sensitivity to the psychosocial issues and to prepare them for clinical rotations. (Prerequisite: HGEN 620 or equivalent)</p> <p><u>Learning Objectives and Competencies:</u></p> <p>At the completion of the course, students will be able to:</p> <ol style="list-style-type: none"> 5. Apply principles and practice of genetic counseling in a variety of specialty areas including teratology, cancer, psychiatry and assisted reproductive technologies. 6. Understand the impact of genetic disease on the individual and family and be aware of the disability and ethnocultural issues encountered in the genetic counseling process. 7. Utilize client-centered counseling skills in a clinical setting. 				
HGEN 750	<p>This course is designed as a forum for discussing the ethical, legal and societal issues associated with genetic counseling. The diversity of roles of genetic counselors in a variety of settings will be presented along with professional issues such as licensure and reimbursement. The National Society of Genetic Counselors' Code of Ethics as well as practice based competencies as described by the American Board of Genetic Counseling are critically analyzed.</p> <p><u>Learning Objectives and Competencies:</u></p>	Master's	2	Required	6

	<ol style="list-style-type: none"> 1. Understand how genetic counselors function as part of a health care delivery team with professionals from a variety of areas including neonatology and pastoral care. 2. Understand the legal and ethical issues inherent in genetic counseling and how the NSGC Code of Ethics can be applied in practice. 3. Understand the essentials of risk management including liability insurance and medical record documentation. 4. Discuss the diversity of roles of genetic counselors in a variety of settings and professional issues. 5. Understand complicated secondary issues that influence the genetic counseling process. 				
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Note:

- Degree Level = Certificate, Bachelor, Master, or Doctorate-level Course
- # of Enrollees = Number of course enrollees during the 2011-2012 academic year

B. Field-Based Learning: Clinical Experiences and Practical Applications (please describe)	Degree Level	Graded or Ungraded ?	# of Credits / Hours	Required or Elective?	# of Student Completions
Standardized patient experience (2 per year) Students are required to complete two standardized patient encounters per year (each session is approximately one hour in length) (4 in total for graduation). Through these standardized patients, students must demonstrate awareness and application of health literacy, cultural awareness and competence. Sessions are reviewed with a faculty member and evaluated mastery of the genetic counseling process as	Masters	Ungraded	4	Required	13

described above.					
Clinical rotations – each 2 nd year MGC student completes 3 (12 week blocks) clinical rotations (20 hours per week) to develop necessary genetic counseling skills. Genetic counseling services are provided under the supervision of a certified genetic counselor. In order to pass, students must demonstrate mastery of the genetic counseling process with attention to awareness and application of health literacy, cultural awareness and competence.	Masters	Pass/fail	9	Required	6

C. Other Student-Centered Academic Activities (please describe)	Degree Level	Required or Elective?	# of Student Participants
Each student must participate in a service learning component of the MGC program in which they volunteer one week at a camp (day or overnight) for children with genetic disorders. This camp experience helps students to recognize the diversity of our patient population as well as differing needs of the patients.	Master's	Required	7
Genetic counseling cultural competency workshop- The MGC program hosted a two day cultural competency workshop by Nancy Warren (author and developer of the Genetic Counselor Cultural Competence Toolkit) for our students and faculty members in September 2011.	Master's	Required	13
Students are asked to complete a cultural awareness online assessment of their choosing prior to the start of course instruction in the summer of their first year.	Master's	Elective	7

3) Are the following changes in student cultural competency measured? (Please mark all that apply)

- Changes in knowledge
- Changes in skills
- Changes in attitudes

4a) If change is being measured, what are the methods used to assess such changes and how often do such assessments occur? (Examples of assessment methods include surveys, essays, written skill exams, clinical practice simulations, etc.)

All first year students must maintain a journal documenting clinical and classroom based experiences. These journals are reviewed by the program director and used to identify areas for students to base future growth. Additionally, students are required to complete several essays and written exams that assess overall awareness of these issues. Lastly, students participate in two discussion based courses where growth and change are monitored by faculty.

4b) Please describe results of student cultural competency assessments, such as pre- and post-intervention changes, or provide other examples of how students have demonstrated progress toward developing cultural competence.

Prior to matriculation into the MGC program, students are asked to complete an online assessment of their cultural competency. <http://nccc.georgetown.edu/documents/ChecklistCSHN.pdf> This process is the first introduction for the students into their own level of awareness and knowledge. From this point on, students are then taught the process of genetic counseling with attention to issues in cultural sensitivity, cultural competency, health literacy, and awareness of health disparities. Students meet with the program director at least every 6 weeks throughout their training. One topic during these meetings is focused on overall patient awareness.

5) If change is not being measured, what resources would facilitate assessment of students on topics related to health disparities, health literacy, and cultural competency?

N/A

6) Please provide details about your program's involvement in other cultural competency and health disparities-reduction activities beyond the student-centered activities described in Question #2.

Health Disparities-Reduction Activities (Please provide title, description of event, and intended outcome.)	Date	Target Audience	# of Participants
1. Students are regularly invited to participate in community based health fairs and outreach educational opportunities as they present themselves to the MGC program		Baltimore-Washington DC community members	
2.			
3.			
4.			
5.			

[Note: Examples of other health disparities-reduction activities may include participation in activities of the Local Health Improvement Coalition or other health disparities-related groups and committees, community engagement and outreach, health disparities-focused faculty research activities, etc.]

**REPORT – INSTITUTIONS OF HIGHER EDUCATION:
CULTURAL COMPETENCY TRAINING AND
OTHER HEALTH DISPARITIES REDUCTION ACTIVITIES**

University of Maryland, Baltimore

Discipline: Allied Health: Graduate Program in Life Sciences (offered through the School of Medicine)

Degree(s) Offered: Master's, Doctorate

1) How does your health profession training program incorporate instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

Addressed through understanding disparities in health care and policy and/or program approaches to address disparities.

2) Regarding your training for students, which specific courses, clinical experiences, field training and other academic activities include an emphasis on cultural sensitivity, cultural competency, health literacy, and/or health disparities? Describe how the topics have been emphasized in the course (i.e., theory-oriented, skill building, etc.)

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
GERO 672 Issues in Aging Policy	The goals of the course are to provide: 1. An introduction to the theoretical models and concepts of public policy and apply them to aging policy; 2. An initial examination of the major public policy controversies facing aging societies; 3. Exposure to the political process as it affects aging policy; 4. An understanding of the role of organizations in the public policy process; 5. Some initial tools in analyzing social and health policies in aging; and 6. Familiarity with the relevant literature in aging, health and social policy.	Doctorate	3	Required	6-12 students every 3 semesters
PREV 648	This course examines the	Master	3	Required	15-22

Health Care Administration and Evaluation	underlying foundations of health policy and explores the political factors behind the health system. Topics include: municipal, state, national, and international organizational systems; health maintenance organizations (HMOs); health care costs; cost containment and quality; regulations; planning and evaluation; data sources; workforce issues, and applied problem solving. A specific lecture on Health Disparities is done each semester.	and Doctorate			students each fall and summer semesters

Note:

- Degree Level = Certificate, Bachelor, Master, or Doctorate-level Course
- # of Enrollees = Number of course enrollees during the 2011-2012 academic year

B. Field-Based Learning: Clinical Experiences and Practical Applications (please describe)	Degree Level	Graded or Ungraded ?	# of Credits / Hours	Required or Elective ?	# of Student Completions

C. Other Student-Centered Academic Activities (please describe)	Degree Level	Required or Elective ?	# of Student Participants

3) Are the following changes in student cultural competency measured? (Please mark all that apply)

Changes in knowledge

4a) If change is being measured, what are the methods used to assess such changes and how often do such assessments occur? (Examples of assessment methods include surveys, essays, written skill exams, clinical practice simulations, etc.)

End of semester exam

4b) Please describe results of student cultural competency assessments, such as pre- and post-intervention changes, or provide other examples of how students have demonstrated progress toward developing cultural competence.

Students have a better understanding of concept of social and economic disparities as it relates to the older adult.

5) If change is not being measured, what resources would facilitate assessment of students on topics related to health disparities, health literacy, and cultural competency?

N/A

6) Please provide details about your program's involvement in other cultural competency and health disparities-reduction activities beyond the student-centered activities described in Question #2.

Health Disparities-Reduction Activities (Please provide title, description of event, and intended outcome.)	Date	Target Audience	# of Participants
1.			
2.			
3.			
4.			
5.			

[Note: Examples of other health disparities-reduction activities may include participation in activities of the Local Health Improvement Coalition or other health disparities-related groups and committees, community engagement and outreach, health disparities-focused faculty research activities, etc.]

**REPORT – INSTITUTIONS OF HIGHER EDUCATION:
CULTURAL COMPETENCY TRAINING AND
OTHER HEALTH DISPARITIES REDUCTION ACTIVITIES**

University of Maryland, Baltimore

Discipline: Dentistry

Degree(s) Offered: Certificate, Bachelor's, Master's, Doctorate

1) How does your health profession training program incorporate instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

a. Predoctoral Program (DDS)

The Commission on Dental Accreditation Standard 2-17 for the predoctoral DDS program is related to cultural sensitivity, cultural competency, health literacy, and health disparities. The Standard reads as follows.

“Graduates must be competent in managing a diverse patient population and have the interpersonal and communications skills to function successfully in a multicultural work environment.”

Standard 2-17 has led to the following Predoctoral Program (DDS) Competency Statement.

1. Communicate with and provide care for a diverse population of patients.
2. Formulate and present to a patient a primary treatment plan and alternative plans based on relevant findings and individual patient considerations.

b. Dental Hygiene Program (DH)

The Commission on Dental Accreditation Standards 2-19 & 2-20 for the dental hygiene program are related to cultural sensitivity and competency. The Standards read as follows.

“Graduates must be competent in interpersonal and communication skills to effectively interact with diverse population groups,” and “Graduates must be competent in assessing, planning, implementing and evaluating community based oral health programs including health promotion and disease prevention activities.”

Standards 2-19 & 2-20 have led to the following Dental Hygiene Program Competency Statements.

1. The dental hygiene graduate must be able to: Serve all individuals and the community without discrimination; Respect the cultural differences of the population; and Provide humane and compassionate care to all patients.
2. The dental hygiene graduate must be able to: Participate in the public policy process in order to influence consumer groups, businesses, and government agencies to support health care issues; Provide dental hygiene services in a variety of settings including hospitals, clinics, private offices, hospices, extended care facilities, HMO's, community programs and schools; and Develop a commitment to serving the public through professional and personal community service activities.

Two program goals for dental hygiene faculty and students are to 1) Participate in community service activities, establish ties with the community, improve access to care and the quality of life for the citizens of Maryland and surrounding communities, and 2) Provide leadership in professional

associations to promote the goals and values of the profession by addressing the oral health needs of the public.

2) Regarding your training for students, which specific courses, clinical experiences, field training and other academic activities include an emphasis on cultural sensitivity, cultural competency, health literacy, and/or health disparities? Describe how the topics have been emphasized in the course (i.e., theory-oriented, skill building, etc.)

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
PROF 518	Profession/Professionalism I—DDS, Yr 1	Doctorate	2	Required	131
BHAV 528	Behavioral Dentistry—DDS, Yr 2	Doctorate	3	Required	129
DHYG 322	Community Oral Health—DH, Yr 2	Bachelor	3	Required	34
DHYG 323	Care and Management of the Special patient—DH, Yr 1	Bachelor	2	Required	31
DHYG 414	Educational Program Development—DH, Yr 2	Bachelor	2	Required	34
DHYG 425	Issues in Health Care Delivery—DH, Yr 2	Bachelor	2	Required	34
DHYG 321	Prevention and Control of Oral Diseases—DH, Yr 1	Bachelor	5	Required	31
DHYG 411	Advanced Clinical Practice I—DH, Yr 2	Bachelor	5	Required	34
DHYG 421	Advanced Clinical Practice II—DH, Yr 2	Bachelor	5	Required	34

Note:

- Degree Level = Certificate, Bachelor, Master, or Doctorate-level Course

- # of Enrollees = Number of course enrollees during the 2011-2012 academic year

1. PROF 518. Profession/Professionalism I (DDS Course).

Students learn foundational skills needed for entry into the dental profession, health communication, and professional and ethical behavior.

- Communicate effectively with other professionals regarding the care of patients.
- Utilize and apply ethical and legal reasoning in the practice of dentistry.
- Communicate with and provide care for a diverse population of patients.
- Manage a diverse patient population and have the interpersonal and communication skills to function in a multicultural work environment.

2. BHAV 528. Behavioral Dentistry (DDS Course).

This year long course offers students an introduction to the application of behavioral principles to dental diagnosis and treatment. In the first semester, the following are emphasized: psychological management of human behavior, identifying and reducing stress, and the principles of effective communications. The clinical relevance of each topic is stressed. In the second semester the behavioral, psychological, and biological aspects of human nature are discussed and applied to patient care. The course addresses specific patient types (non-compliant, abused, and psychologically

impaired) and problems (chronic pain, infectious disease, high fear/phobia, and noxious habits). Approaches to diagnosis and treatment of patients of all ages and diversity are emphasized. Also, a one-hour lecture addresses unbiased communication and cultural sensitivity, and there is a three-hour "Community Service Block Rotation" during which the students' present oral health lectures in areas of underserved populations. Prior to the experience, the students are instructed on underserved populations, barriers to health care, and professional community service to needy populations. Community service sites include Headstart Centers, daycare facilities, and the Helping Up Mission for recovering alcoholics and those recovering from drug addiction.

3. DHYG 322. Community Oral Health (DH Course)

This course emphasizes the role of the dental hygienist in community health. Methods of determining community oral health status, identifying barriers to optimum health, and selecting appropriate interventions are presented concurrently with community program planning activities.

4. DHYG 323. Care and Management of the Special Patient (DH Course)

Through class and e-exchanges, readings and independent study, students develop an understanding of the care and management of special patients for whom routine care maybe complicated by age or complex health factors.

5. DHYG 414. Educational Program Development (DH Course)

Students explore various ways in which instructional skills may contribute to a career in dental hygiene. Learning experiences are designed to enable the student to develop these skills and to apply them to public school systems, community health programs, higher education and consumer education.

6. DHYG 425. Issues in Health Care Delivery (DH Course)

Students examine and analyze the issues that affect the broad spectrum of health care delivery. Topics include cultural competence, ethics and professional responsibility, inequities in health care delivery and health care legislation.

7. DHYG 321, Prevention and Control of Oral Diseases (DH Course)

This course includes the study of the principles and procedures for the prevention of oral disease, including dental health education, oral hygiene procedures and dietary control of dental disease, and topic areas that address cultural diversity.

8. DHYG 411, Advanced Clinical Practice I (DH Course)

9. DHYG 421, Advanced Clinical Practice II (DH Course)

The provision of clinical care to a diverse patient population is the major component of both of these senior level courses. Treatment plans require that students address cultural factors that may influence the delivery of care.

B. Field-Based Learning: Clinical Experiences and Practical Applications (please describe)	Degree Level	Graded or Ungraded?	# of Credits / Hours	Required or Elective?	# of Student Completions
CSLX 518: Community Service Learning—DDS, Yr 1.	Doctorate	Graded	1	Required	131
CSLX 548: Community Service Learning—DDS, Yr 4	Doctorate	Graded	6	Required	127
CCPM 538: Comprehensive Care/Practice Management—DDS, Yr 3	Doctorate	Graded	8	Required	125
CCPM 548: Comprehensive Care/Practice Management—DDS, Yr 4	Doctorate	Graded	12	Required	127
DHPP 538P: Pediatric Dentistry—DDS, Yr 3	Doctorate	Graded	6	Required	125
DHPP 548P: Pediatric Dentistry—DDS, Yr 4	Doctorate	Graded	6	Required	127
DSCP 538: Oral Medicine and Diagnostic Sciences—DDS, Yr 3	Doctorate	Graded	5	Required	125
DSCP 548: Oral Medicine and Diagnostic Sciences—DDS, Yr 4	Doctorate	Graded	3	Required	127
DSCP 551: Geriatrics/Special Patient Clerkship I—DDS, Yr 4	Doctorate	Graded	10	Elective	8
DSCP 552: Geriatrics/Special Patient Clerkship II—DDS, Yr 4	Doctorate	Graded	10	Elective	8
DHYG 321: Prevention and Control of Oral Diseases—DH, Yr 1	Bachelor	Graded	5	Required	31
DHYG 411: Advanced Clinical Practice I—DH, Yr 2	Bachelor	Graded	5	Required	34
DHYG 421: Advanced Clinical Practice II—DH, Yr 2	Bachelor	Graded	5	Required	34

1. CSLX 548. Community Service Learning (DDS Course)

Currently, the community service learning course for senior dental students is a six-week experience. Of the six weeks, one three-week experience is outside the Dental School. The second three-week experience is at the University of Maryland School of Dentistry, Perryville (Cecil County).

The purpose of the external experience is to gain outside clinical expertise while gaining an appreciation for cultural diversity and the oral health needs of underserved populations. This aspect of the service learning experience can be fulfilled in several ways, such as working at community sites in Maryland treating underserved populations; working at specialty sites that prepare the student for postgraduate training; or working with health missions to foreign countries. Because of logistics, service learning experiences in foreign countries are a two-week rather than a three-week experience. Service learning includes both the clinical experience at the site, as well as the completion of a report that evaluates the student's experience in clinical procedures and service learning models. Sites at which students can complete a three-week externship outside the dental school include the following:

a) Community Service Sites such as Parkwest Medical Center, South Baltimore Family Health Center,

Kernan Hospital (rehabilitation center), local hospitals, and Indian Health Hospitals (Public Health Service); b) Foreign missions in Mexico, Honduras, and with Operation Smile in Vietnam.

The second service learning experience is at the new state-of-the-art University of Maryland Dental School facility in Cecil County. This 26-chair facility provides dental care for underserved populations in the Perryville and surrounding areas. The curriculum for the School was partially funded by a Robert Wood Johnson (RWJ) grant that was awarded to the School in 2007. The grant provided funds to enhance community-based dental education and focused on the provision of dental care by dental students to underserved population. Students also are required to read a book on cultural issues, fill out a pre/post test survey on cultural competence and access to care issues, complete a reflective portfolio that includes questions on cultural competence, and participate in seminars after their experience that include issues of cultural competence.

2. The University of Maryland School of Dentistry Clinics (DDS & DH)

The University of Maryland School of Dentistry is located in Baltimore City. Because of the School's urban location and accessibility by bus and light rail, the dental clinics provide care to a diverse patient population in the Baltimore area and surrounding counties. Fees charged in the Dental School clinics are lower than those charged by dentists in private practice. As a result, the Dental School's clinics attract a significant number of patients, including the following underserved populations:

1. Medicaid recipients (largest provider in the State of Maryland)
2. Recovering drug/substance abusers (Helping Up Mission)
3. Catholic Charities clients (Hispanic Apostolate)
4. Homeless veterans (Supported by an agreement with the VA)
5. Persons with AIDS (Ryan White Fund)
6. Individuals on social services role who are being readied to go back into the workforce (Work Opportunities Funding)
7. Individuals supported by Health Care for the Homeless

Also, the Dental School patients who cannot afford dental care and meet financial criteria (federal poverty guidelines relative to income and household size) receive support through the following School-based initiatives:

- a. Quest for Care, an internal not for profit charity.
- b. Care for the Needy (Individuals eligible for reduced fees can apply).

During mandatory block rotations in the Dental School clinics, students in years one through four regularly participate in activities/courses related to the treatment of patients from underserved populations. These courses are described below.

3. DHPP 538/548P. Pediatric Dentistry (DDS Course)

The majority of children and adolescents in the Dental School clinics are minorities and are covered under Medicaid. Students in years three and four participate in required Pediatric Dentistry block assignments to treat these patients.

4. DSCP 538/548. Oral Medicine and Diagnostic Sciences (DDS Course)

Students in years three and four have required block rotations in the urgent care clinic where many patients unable to afford dental care seek emergency treatment. Mandatory rotations also include patient admissions, screening, and the Special Patient Clinic (SPC). In the Special Patient Clinic, students treat medically compromised patients and those with handicaps or special needs.

5. DSCP 551/552. Special Patient Clerkship I (DDS Course)

Selected students in year four spend one-third of their clinical time in the treatment and management of patients with disabilities and special needs.

6. DHYG 413. Community Service Learning (DH Course)

This externship program provides opportunities for senior students to select experiences beyond those offered within the dental school setting. The selection of a community site is based on the students' interests and career goals. Sites include well-baby clinics, prenatal clinics, community health centers, nursing homes, senior citizen centers, facilities for the handicapped, hospitals, military clinics and school, day care centers, public health departments and research centers.

C. Other Student-Centered Academic Activities (please describe)	Degree Level	Required or Elective?	# of Student Participants
The Dean's Outstanding Community Service Award*	Doctorate	Elective	24

* The Dean's Outstanding Community Service Award recognizes students for their outstanding commitment to bettering the community at large and demonstrating their ability to be a leader within the profession and the community.

3) Are the following changes in student cultural competency measured? (Please mark all that apply)

- Changes in knowledge
- Changes in skills
- Changes in attitudes

4a) If change is being measured, what are the methods used to assess such changes and how often do such assessments occur? (Examples of assessment methods include surveys, essays, written skill exams, clinical practice simulations, etc.)

Change is measured through the following.

- Reflective essays in which students reflect upon their experiences during the Community Service Learning course at Perryville.
- Students have required reading on social issues designed to spur discussions. Both students and faculty engage in conversation (round-table format) to discuss their experiences and attitudes related to cultural competence.
- Students complete a pre- and post-survey at the start and completion of their Perryville experience in order to assess their knowledge level on issues pertaining to dental service availability through out the state of Maryland, cultural factors that may be barriers to utilization of dental care, patient income and access to dental care in the state, and their (the students) willingness and expectations to practice in a rural community after graduation. Changes in their knowledge are assessed with the post-test.

4b) Please describe results of student cultural competency assessments, such as pre- and post-intervention changes, or provide other examples of how students have demonstrated progress toward developing cultural competence.

The reflective essays show that students gain considerable insight into their own attitudes and biases. They often describe the differences in the treatment needs and attitudes to oral health care between patients in Perryville and Baltimore. In general, students feel truly rewarded at having an opportunity to serve the underserved, understand social inequities, and render care for patients, who for the most part, are extremely grateful.

5) If change is not being measured, what resources would facilitate assessment of students on topics related to health disparities, health literacy, and cultural competency?

N/A

6) Please provide details about your program's involvement in other cultural competency and health disparities-reduction activities beyond the student-centered activities described in Question #2.

Health Disparities-Reduction Activities (Please provide title, description of event, and intended outcome.)	Date	Target Audience	# of Participants (students)
1. Sealant Saturday (sealants are provided to children).	Annual	Children	~ 60
2. Levindale (students treat geriatric patients in Baltimore)	On-going	Elderly	127
3. College Park clinic (students treat regular patients from the community and the University)	On-going	All ages	Voluntary
4. Special Olympics, Special Smiles (students treat people with intellectual disabilities)	On-going	Athletes	Voluntary

[Note: Examples of other health disparities-reduction activities may include participation in activities of the Local Health Improvement Coalition or other health disparities-related groups and committees, community engagement and outreach, health disparities-focused faculty research activities, etc.]

**REPORT – INSTITUTIONS OF HIGHER EDUCATION:
CULTURAL COMPETENCY TRAINING AND
OTHER HEALTH DISPARITIES REDUCTION ACTIVITIES**

University of Maryland, Baltimore

Discipline: Allied Health: Public Health (offered through the School of Medicine)

Degree(s) Offered: Master's

1) How does your health profession training program incorporate instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

Addressing health disparities is at the core of the mission and values of the MPH program. Our mission statement includes advancing “the health of diverse populations in Maryland and elsewhere....” The MPH Program values the improvement of the health status of populations and reduction of health disparities along the continuum of health care, from outreach to prevention, diagnosis, treatment, and follow-up care. These values are operationalized in interdisciplinary research and service activities across the professional schools at UMB that address the root causes of health disparities.

Our competency-based MPH program utilizes the Association of Schools of Public Health MPH Core Competency Model from which our program competencies are derived. In keeping with the overarching *MPH Interdisciplinary Diversity and Culture Competencies*, we intend to graduate students who are able to “interact with both diverse individuals and communities to produce or impact an intended public health outcome.” At orientation, students are introduced to the mission of the program which is the advancement of health of diverse populations. Then, beginning with the first term required course (Social and Behavioral Foundations of Public Health), students are introduced to themes of identifying, understanding and/or addressing health disparities, understanding health literacy and cultural competency.

2) Regarding your training for students, which specific courses, clinical experiences, field training and other academic activities include an emphasis on cultural sensitivity, cultural competency, health literacy, and/or health disparities? Describe how the topics have been emphasized in the course (i.e., theory-oriented, skill building, etc.)

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
Social and Behavioral Foundations of Public Health	This course will examine the complex set of factors that are associated with the health and disease of diverse populations, including the individual, organizational, community, and population. To encourage an appreciation of the wealth of	MPH	3	Required of all MPH students	27

	<p>conceptual and methodological approaches and disciplines that inform public health practice and research, course content will highlight the social and behavioral sciences, communication and informatics sciences, and public health ethics. We will go beyond the individual risk factor approach to health and disease, applying multidisciplinary models and social epidemiology to elucidate the economic, sociocultural, political, and behavioral context and processes underlying health care access and health outcomes. A primary goal is to better understand how, where, and why inequalities contribute to health disparities, and facilitate an appreciation of the health management processes that may reduce inequities in health.</p> <p><u>Relevant Objectives:</u></p> <ul style="list-style-type: none"> -Apply an ecological framework to the description and analysis of public health problems. -Appreciate world population forecasts and factors driving population growth, including US immigration and its impact on the population structure. -Analyze and predict the influence of major social constructs such as age, gender, health status, and ethnicity on health, health behavior, and the treatment of illness. -Understand how social and behavioral science theories and empirical research findings are used to understand public health issues at the individual, organizational, community, and population levels, and through the interaction of these levels; -Describe and compare theories and principles of behavior change. 				
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	<p>Analyze their applicability to diverse populations and different types of health behavior problems, including interactions among biology, behavior, and environment</p> <p>-Present evidence-based models of clinical preventive services, community-based interventions, and the management of common chronic conditions that address the social, economic, cultural, and individual barriers to optimal health.</p> <p>-Examine the context of racial and ethnic disparities in the broader historic and contemporary social and economic climates, and evidence of persistent racial and ethnic discrimination in many sectors of American life.</p> <p>-Review evidence-based models which describe the associations between patient-physician communication, patient behavior, and related health outcomes.</p>				
Public Health Ethics	<p>The goal of this course is to provide students with both content and skills in the field of the ethics of public health and the concept of health and human gifts. The course begins with an introduction to the field of public health and the underlying ethical framework that governs its existence and importance for society. The course next builds upon the theory linking health and human rights together in order to examine in depth the impact of health policies and programs on human rights; the impact of human rights violations on health and the synergistic relationship that flows between the two fields. Flowing from this synergy will be an exploration of power, health disparities, and</p>	MPH	2	Required of all MPH students	19

	<p>health inequities and the possible solutions that can bridge the gap between such inequities. In essence, through a uniquely public health approach, this course will examine a spectrum of issues related to health and human rights including health as a human right, measurement and justifiability of the right to health, vulnerable populations and implications for public health practice. Case studies in each of these topics will be utilized throughout the course to support critical inquiry into the burgeoning field of health and human rights.</p> <p><u>Relevant Objectives:</u></p> <ul style="list-style-type: none"> -List issues involved with research involving vulnerable populations. -Explain the underlying basis of health care disparities. -Describe how various types of justice issues are manifest in public health. -Explain how public health can be informed by a concept of social justice. -Describe issues regarding justice in the health care setting. 				
Community-based Participatory Research	<p>This course will provide a comprehensive understanding of the ways in which social scientists, health professionals, and community members can collaborate to address public health problems through research that leads to improvements in health and quality of life, and organizational or community change. Students and faculty from multiple scholarly disciplines will examine the approaches to community-based participatory research that go beyond the domain of any one discipline. Students will receive training in</p>	MPH	3	Required of MPH-CPH students	20

	<p>the skills and knowledge needed to apply mixed methods (qualitative and quantitative) approaches in designing, implementing, and evaluating public health programs and community-based participatory research. Attention will be given to the scholarly debates and practical/logistical issues in conducting community-based participatory research. Ethical principles of social justice will be applied to public health program planning and evaluation which uses community-based participatory methodology.</p> <p><u>Relevant Objectives:</u></p> <ul style="list-style-type: none"> -Apply strategies for developing community partnerships for the planning, implementation, and evaluation of CBPR interventions. -Understand issues of sustainability, and ways to engage community partners to accomplish this. -Apply ethical principles of social justice to CBPR program planning, implementation, evaluation, and advocacy. 				
Program Planning and Evaluation	<p>Focus is on the systematic inquiry of the foundations of advanced practice in community/public health program planning and evaluation. Emphasis is on the assessment, planning and evaluation of population/community focused health promotion/disease prevention programs and projects.</p> <p><u>Relevant Objectives:</u></p> <ul style="list-style-type: none"> -Apply principles of effective planning, implementation and evaluation to the design of a successful community-focused health program; i.e., needs assessment, community 	MPH	3	Required of MPH-CPH students	12

	<p>organization, community participation, policy coalition building, advocacy, education, strategic planning, priority setting, resources utilization, available services, access to acceptable services, evaluation of health disparities, assessing health and social policies and communication with the community.</p> <p>-Analyze social forces that affect health planning and utilization of health services by the community.</p>				
Critical Issues in Global Health	<p><u>Description:</u></p> <p>Using a series of seminars, lectures and reading assignments, this course is designed to give advanced students an overview of the global health problems facing the world today and equip them with a deeper understanding of the social and organizational determinants of health and the essential tools to navigate the world of international health. The course focuses on teaching students about the global burden of disease and pattern of disease variations between and within countries. It addresses cross-cutting issues such as poverty, environmental degradation, and the impact of globalization on health. Topics covered include maternal and child health, gender and violence, nutrition, and global climate change. The course will review pandemics such as HIV, TB, and malaria, as well as non-communicable diseases such as diabetes and mental health. The course will also introduce the student to the key players in global health and critical issues in global health governance that impact implementation of global health programs.</p>	MPH	3	Required of MPH-GH students	14

	<u>Relevant Objective:</u> -Understand the impact of globalization on health and the role of cross-cutting issues such as poverty, urbanization, and environmental degradation in global health.				
Varied	MPH students are required to take 9-10 credits of electives. These are selected from a list of approved elective courses, several of which relate to HD/CC/HL content, e.g. "Populations at Risk in Community and Public Health" and "Society, Health, and Social Justice".	MPH	Varied	Elective	Varied

Note:

- Degree Level = Certificate, Bachelor, Master, or Doctorate-level Course

- # of Enrollees = Number of course enrollees during the 2011-2012 academic year

Column 2: Course descriptions are included verbatim. Below each description is a list of the course objectives that emphasize HD/HL/CC-related content.

Column 5: Please note that there are three MPH concentrations. The first two courses in the table above are required of all MPH students; the next three courses are "required concentration courses"

which means that they are required of MPH students in given concentrations. CPH=Community and Population Health concentration; GH=Global Health concentration.

B. Field-Based Learning: Clinical Experiences and Practical Applications (please describe)	Degree Level	Graded or Ungraded ?	# of Credits/ Hours	Required or Elective?	# of Student Completions
<u>Capstone:</u> All MPH students complete a 240-hour placement experience in a public health agency that serves as the required culminating and field experiences for the program. This is an individualized experience in which each student works with faculty and an agency site preceptor on a public health project. Even though each project is unique and tailored to the student's interest and career goals and the agency's needs, they all address a core set of competencies including "identify ethical, social, and cultural issues related to policies, risks, research, and/or interventions in public health"	MPH	Graded	6 credit hours	Required	14

contexts.” Examples of capstone projects for which health disparities, health literacy and/or cultural competency were central foci include: “Examining the Ramifications of Incarceration and Reentry on Health and Housing Status: A quantitative data analysis”; “Development of Community Engagement Training on Environmental Justice and Public Health”; “Pilot Study to Obtain a Baseline about Stigma towards Pharmacological Treatments for Mental Illness at Montgomery Cares Clinic, Montgomery County, Maryland”; and “Taking a Trauma-Informed Approach to Maternal and Child Health in Baltimore: Addressing Maternal Trauma to Reduce Infant Mortality Through the B'more for Healthy Babies Initiative”.					
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C. Other Student-Centered Academic Activities (please describe)	Degree Level	Required or Elective?	# of Student Participants
N/A			

3) Are the following changes in student cultural competency measured? (Please mark all that apply)

- Changes in knowledge
- Changes in skills

4a) If change is being measured, what are the methods used to assess such changes and how often do such assessments occur? (Examples of assessment methods include surveys, essays, written skill exams, clinical practice simulations, etc.)

Within courses listed in 2A and 2B above, there are multiple types of assessments, e.g. written examinations, essays, proposals, individual and group projects with written and oral presentations. The periodicity of these assessments varies by course.

4b) Please describe results of student cultural competency assessments, such as pre- and post-intervention changes, or provide other examples of how students have demonstrated progress toward developing cultural competence.

In each course, assessments are used to gauge student achievement of course objectives. Faculty use those assessments to identify areas for improvement and work with students to identify ways to ameliorate deficiencies.

5) If change is not being measured, what resources would facilitate assessment of students on topics related to health disparities, health literacy, and cultural competency?

N/A

6) Please provide details about your program's involvement in other cultural competency and health disparities-reduction activities beyond the student-centered activities described in Question #2.

Health Disparities-Reduction Activities (Please provide title, description of event, and intended outcome.)	Date	Target Audience	# of Participants
1. President's Outreach Council. Campus visits from Baltimore Southwest Charter School students and parents. The intended outcomes were health promotion and increased awareness of health-related career options among disadvantaged populations. This serves as a mechanism for addressing pipeline issues related to disparities in representation of people of color among the health workforce.	Nov 9, 2011	Middle school students and their parents	~25
2. President's Outreach Council. Campus visits from George Washington Elementary School students and parents. As listed in row 1 above, the intended outcomes were health promotion and increased awareness of health-related career options among disadvantaged populations. This serves as a mechanism for addressing pipeline issues related to disparities in representation of people of color among the health workforce.	Oct 13, 2011	Elementary school students and their parents	~25
3. National Public Health Week Commemoration Event. Set up a table to provide information about public health to staff and visitors at the University Hospital. Topics included healthy eating, exercise, health disparities and careers in public health.	April 4-6, 2012	Medical Center Staff and Visitors	~100
4. Leadership in HIV Summit. Technical direction and presentation at the Summit. Focus of the summit was the development of strategies to involve diverse communities in planning, prevention and developing partnerships to "Get to Zero."	April 16, 2012	Public health and health care professionals	~55
5. Radiation Therapy following Breast-Conserving Surgery in Low-Income Women: Communicating the Benefits and Risks. Research study aimed at reducing disparities in breast cancer outcomes among disadvantaged women.	2011-2012	Low-income women	30
6. Improving Access to Care for Children with Suspected Abuse and Neglect. Expert medical evaluations for children with suspected physical abuse. Participation in	2011-2012	Children with suspected	819 children, 40 providers

Multidisciplinary Team meetings to review cases of physical abuse and neglect. Team members include child abuse pediatricians and social workers from University of Maryland and Johns Hopkins, and representatives from the Baltimore City Department of Social Services, Baltimore City Police, and Baltimore City State's Attorney's Office. Care-coordination with children's primary care providers. The intended outcome of this activity is improved access to healthcare for children with suspected maltreatment and their families, and reduction of recidivism.		child abuse and neglect and primary care providers in Baltimore City	
7. Strategies for Health after Breast Cancer: A Survivorship Guide for African American Women. Research study aimed to improve health outcomes among African American breast cancer survivors through development of a video educational program produced in collaboration with Sisters Network Inc (an African-American breast cancer survivor network).	2011-2012	African-American women	88
8. Workgroup Session focused on the development of a Cultural Competency and Health Literacy Primer. The Primer was being created in response to Maryland statute [Md. Code Health-General § 20-1004 (15)] that recommends further development of cultural competency and health literacy curricula at health professions schools throughout the state.	Dec 9, 2011	Health profession program faculty and staff	~30

[Note: Examples of other health disparities-reduction activities may include participation in activities of the Local Health Improvement Coalition or other health disparities-related groups and committees, community engagement and outreach, health disparities-focused faculty research activities, etc.]

REPORT – INSTITUTIONS OF HIGHER EDUCATION: CULTURAL COMPETENCY TRAINING AND OTHER HEALTH DISPARITIES REDUCTION ACTIVITIES

University of Maryland, Baltimore

Discipline: Pharmacy

Degree(s) Offered: Doctor of Pharmacy (PharmD)

1) How does your health profession training program incorporate instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

The University of Maryland School of Pharmacy (SOP) successfully produces culturally competent and health literate PharmD graduates because those concepts are part of the School's very essence. The SOP's five core values support cultural competency:

- **Respect, Integrity and Professionalism:** We nurture mutual respect among faculty, staff, students and patients and require the highest standards of personal ethics and professional conduct.
- **Social Responsibility:** Our major purpose is to contribute to the health and well-being of both individuals and society. We will seek to shape public policy and health promotion at all levels.
- **Excellence:** We seek quality and excellence in all of our endeavors.
- **Diversity:** We recognize the worth of all individuals and work to ensure diversity among our faculty, students, and staff.
- **Leadership:** We recognize our responsibility to lead in education, research, pharmaceutical care, and public service, and to nurture leadership within our students, faculty and staff.

The SOP recognizes the significance of providing students with leaders and role models that reflect the diversity of the population, and has made significant progress in recent years to diversify its faculty:

2000	62 faculty		current (04/2012)	83 faculty	
Female	20	32%	Female	43	52%
Non-Caucasian	8	12%	Non-Caucasian	24	29%

Diversity of School of Pharmacy employees is notable as well: of the 293 current (04/2012) employees over .5 FTE, 59% are female and 39% report non-Caucasian ethnicity.

The SOP focuses its PharmD student recruitment strategies on underrepresented minority groups and historically minority schools to foster diversity in its applicant pool and admitted class, and has made considerable effort to recruit, admit, and retain a diverse student body in terms of ethnicity, place of origin, gender, age, marital status, and prior experience. In the Fall 2012, PharmD student enrollment was 56% minorities, compared to 38% overall among the professional practice doctoral students on the UMB campus.

The SOP has developed eight General Abilities for a well-educated pharmacist. Three of the eight address concepts of cultural sensitivity, cultural competency, health literacy, and health disparities. Throughout the curriculum, faculty engage students in activities that foster continued development of the general abilities.

GA 5: Social Awareness and Social Responsibility: The student shall demonstrate an understanding of self, the strengths and challenges of cultural diversity and the historic responses of society in times of rapid change.

- Level 1: Explain differences of opinion and approach in social, cultural, historical, economic, political and scientific issues in a given society.
- Level 2: Explain how social, historical, economic, political and scientific issues affect human behavior and events.
- Level 3: Adapt professional practice to a changing society and changing societal expectations for pharmacists.

GA 6: Social Interaction and Citizenship: The student shall demonstrate effective interpersonal and inter-group behaviors in a variety of situations and circumstances.

- Level 1: Identify interaction behaviors that are essential for maximum personal effectiveness in interpersonal, inter-group and leadership situations.
- Level 2: Function effectively in interpersonal, inter-group and leadership situations.
- Level 3: Apply personal interaction behaviors within professional and civic situations.

GA 8: Cultural Competency: The student shall possess an awareness of how culture impacts interpersonal and inter-group interactions and shall demonstrate effective behaviors to work in cross-cultural environments.

- Level 1: Recognize one's own cultural practices and behaviors
- Level 2: Accept and respect differences among people who have different customs, thoughts, ways of communicating, traditions, and institutions.
- Level 3: Develop behaviors and attitudes to work effectively in cross-cultural situations; transform one's knowledge of individuals and groups of people to increase the quality of services and improve outcomes.

Concepts of cultural sensitivity, cultural competency, health literacy, and health disparities are pervasive in the PharmD accreditation standards from the Accreditation Council for Pharmacy Education (ACPE). For example, 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. In another example, students must achieve core performance domains prior to entering Advanced Pharmacy Practice Experiences including:

- Core Domain 2. Basic Patient Assessment: 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.
- Core Domain 6. Ethical, Professional, and Legal Behavior: 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.
- Core Domain 7. General Communication Abilities: 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.

Skills-based activities that support these core domains take place primarily in Abilities Labs, a series of 6 courses that occur each semester during the first three years of the curriculum. Self-directed activities and live exercises are taught and assessed in lab sessions, discussions, reflective journaling, and self-development assignments, as well as standardized patient encounters in Objective Structured Clinical Examinations (OSCEs).

The PharmD curriculum is mapped to foundational content, such as cultural influences on communication of health information and design of patient-centered, culturally relevant treatment plans; and to terminal performance outcomes, such as communicate with patients and caregivers to assure they understand the importance, nature, and scope of the therapeutic plan(s) being recommended.

2) Regarding your training for students, which specific courses, clinical experiences, field training and other academic activities include an emphasis on cultural sensitivity, cultural competency, health literacy, and/or health disparities? Describe how the topics have been emphasized in the course (i.e., theory-oriented, skill building, etc.)

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
PHAR 507. Professional Ethics and Pharmacy Practice	(P1 fall) PHAR 507 Professional Ethics and Pharmacy Practice emphasizes cultural diversity and the importance of independent and cooperative learning activities; professionalism, oral and written communication, ethics, and critical evaluation of problems are stressed. Students are introduced to diverse perspectives on goals, training, functions, settings, and opportunities in potential pharmacy careers. A highlight of this course is the Bafa Bafa activity – a nationally recognized program on cultural sensitivity. In this activity, students are divided into two groups or "cultures" and are introduced to the values, rules, expectations, and the social norms of their new culture. Observers are exchanged between the two cultures. After a fixed time, the observers return to their respective groups and report on what they saw. Each group tries to develop hypotheses about the most effective way to interact	PharmD	2	Required	160

	with the other culture. After the exercise, the participants discuss and analyze the experience and generalize it to other groups in the real world. Benefits include enhancing teaching and learning in a culturally diverse classroom, dealing with racial and ethnic conflict, and developing an understanding of the needs of different racial and ethnic groups. (knowledge and skill-building)				
PHAR 522 Context of Health Care	(P1 spring) PHAR 522 Context of Health Care covers international health care systems and reviews different approaches to health care in other nations, as well as health literacy with diverse patients and vulnerable populations, and includes a patient-related case activity that integrates issues of diverse populations. (knowledge)	PharmD	3	Required	160
PHAR 567 Abilities Lab 6	(P3 spring) PHAR 567 Abilities Lab 6 has a 3-hour lab dedicated to cultural competency which addresses overcoming communication, cultural or health literacy barriers; and demonstrating empathy and sensitivity when a patient presents with special needs. Some components of the lab incorporate information from EthnoMed http://ethnomed.org/ , which contains information about cultural beliefs, medical issues and related topics pertinent to the health care of immigrants to Seattle or the US, many of whom are refugees fleeing war-torn parts of the world. (knowledge and skill-building)	PharmD	1	Required	160
PHMY electives	Several electives address health disparities within special populations, including Comprehensive Pediatric Care, Pharmacology & Aging, Perspectives of Mental Health, Care of the Terminally Ill, Geriatric Pharmacotherapy, Diabetes, Women's Health, Medical Spanish (knowledge and skill-building)	PharmD	variable	Electives	variable

Note:

- Degree Level = Certificate, Bachelor, Master, or Doctorate-level Course
- # of Enrollees = Number of course enrollees during the 2011-2012 academic year

B. Field-Based Learning: Clinical Experiences and Practical Applications (please describe)	Degree Level	Graded or Ungraded ?	# of Credits / Hours	Required or Elective?	# of Student Completions
APPE455: Longitudinal Ambulatory Care – during this advanced pharmacy practice experience, students are assessed on the following outcomes: during patient/caregiver interviews, the student is able to: adapt to literacy and cultural needs; utilize patient-related variables (i.e. age, family/social history, etc.) to identify risk factors for diseases.	Pharm D	Graded	1 credit (40 hours)	Required	160
APPE453: Community Pharmacy Practice – during this advanced pharmacy practice experience, students are assessed on the following outcomes: during patient/caregiver interviews, the student is able to: adapt to literacy and cultural needs; utilize patient-related variables (i.e. age, family/social history, etc.) to identify risk factors for diseases.	Pharm D	Graded	5 credits (200 hours)	Required	160
APPE451: Acute Care General Medicine – during this advanced pharmacy practice experience, students are assessed on the following outcomes: during patient/caregiver interviews, the student is able to: adapt to literacy and cultural needs; utilize patient-related variables (i.e. age, family/social history, etc.) to identify risk factors for diseases.	Pharm D	Graded	5 credits (200 hours)	Required	160
Advanced Practice Patient Care (APPC 456-488) Electives – during each of these advanced pharmacy practice experiences, students are assessed on the following outcomes: during patient/caregiver interviews, the student is able to: adapt to literacy and cultural needs; utilize patient-related variables (i.e. age, family/social history, etc.) to identify risk factors for diseases.	Pharm D	Graded	5 credits each (200 hours each)	One required; more if selected	160

C. Other Student-Centered Academic Activities (please describe)	Degree	Required or	# of Student
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	Level	Elective?	Participants
<p>Special Projects with faculty (individualized research opportunities), such as:</p> <ul style="list-style-type: none"> • working with a faculty member who 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; • student participation in an interdepartmental/ multidisciplinary seed grant project focusing on inner city children with asthma • Other examples that address health disparities include projects completed as part of the HP-Star program and address age and race disparities: <ul style="list-style-type: none"> ○ adherence to ICU best practice guidelines in older adults – examined age disparities in receipt of best practices in the ICU; ○ age-related differences in chemotherapy effectiveness in Stage III colon cancer patients; ○ disparities in medication use and adherence post-myocardial infarction between black and white Medicare beneficiaries 	Pharm D	Elective	100+
Pharmacy students on advanced pharmacy practice rotations at the Mercy Hospital Clinic are exposed to cultural differences in diabetes care and learn to work with interpreters when counseling patients.	Pharm D	Elective	10
Pharmacy students may select didactic and experiential elective opportunities in the Maryland Poison Center (MPC). MPC has printed educational materials (brochures and telephone stickers) in Spanish. The brochure is downloadable in thirteen languages: English, Spanish, Chinese, French, Thai, Haitian Creole, Vietnamese, Portuguese, Korean, Russian, Hmong, Polish, and Arabic. Non-English speakers can use the emergency services of the Maryland Poison Center 24/7, as MPC contracts with Language Line to provide translational services. Multi-lingual pharmacy students are encouraged to participate. Future goals include additional translations and a multi-cultural speakers bureau to help out with events.	Pharm D	Elective	25+
Community outreach, such as a high school student from a STEM magnet school currently working in a lab on a Pharmaceuticals research project for a senior internship, titled the creation of an excipient database containing spectral and physical properties.	other	Elective	1
Interprofessional Patient Management Competition (IPMC), challenges multidisciplinary teams to devise a treatment strategy for a hypothetical patient whose case presented complex medical as well as legal issues. Members of the teams have to pool their knowledge while working under tight time limits.	Pharm D	Elective	40

3) Are the following changes in student cultural competency measured? (Please mark all that apply)

- Changes in knowledge
- Changes in skills

4a) If change is being measured, what are the methods used to assess such changes and how often do such assessments occur? (Examples of assessment methods include surveys, essays, written skill exams, clinical practice simulations, etc.)

Examples of assessment methods in knowledge-based courses include multiple choice questions and to a lesser extent open-ended or case-based questions, presentations and debates. Assessments are given periodically throughout the semester as the course managers determine to be appropriate. Practical examinations and Objective Structured Clinical Examinations (OSCEs) are used in skills-based courses; Teaching OSCEs, or TOSCEs, are also used to give formative feedback; students experience either a TOSCE or OSCE once each semester throughout the curriculum. Reflective activities are also used for student self-assessment.

Advanced Pharmacy Practice Experiences use the following grading scale to assess skill performance at the midpoint and at the end of the rotation:

- **Exceeds Competency (EC)** - Able to complete the criterion elements $\geq 90\%$ of the time without assistance.
- **Meets Competency (MC)** - Able to complete the criterion elements **75–89%** of the time without assistance.
- **Needs Improvement (NI)** - Able to complete the criterion elements **50–74%** of the time without assistance.
- **Significant Deficiency (SD)** - Able to complete the criterion elements $\leq 49\%$ of the time without assistance.

4b) Please describe results of student cultural competency assessments, such as pre- and post-intervention changes, or provide other examples of how students have demonstrated progress toward developing cultural competence.

An example of changes in the development of cultural competence is from the SOP student surveys in Spring 2012, with the level of agreement on the question “My pharmacy practice experiences allowed me to have direct interaction with diverse patient populations (e.g., age, gender, ethnic and/or cultural background, disease states, etc.).” Only 85% of continuing (P1-P3) students agreed (n=429), while 100% of graduating (P4) students agreed (n=127). This compares to 97% agreement among graduating students at peer institutions (seven comparable pharmacy schools that are large, public, research institutions with satellite PharmD campuses were selected for peer comparison (n=777): University of Florida, University of Illinois at Chicago, The University of Kansas, University of Minnesota, University of North Carolina at Chapel Hill, The University of Texas at Austin, Virginia Commonwealth University).

5) If change is not being measured, what resources would facilitate assessment of students on topics related to health disparities, health literacy, and cultural competency?

N/A

6) Please provide details about your program's involvement in other cultural competency and health disparities-reduction activities beyond the student-centered activities described in Question #2.

Health Disparities-Reduction Activities (Please provide title, description of event, and intended outcome.)	Date	Target Audience	# of Participants
<p>1. Faculty Research-</p> <p>Beardsley, Pradel: Responsible for evaluating and tweaking the set of instructions that come with anthrax kits for its ease of use and understandability. Conducting focus groups with people of varying literacy levels to gauge their ability to understand and implement the instructions. Research is in conjunction with the FDA and the CNBL Clinical Pharmacology Center, Inc.</p> <p>dosReis: Surveying parents on their preferences for how their children with emotional and behavioral issues are cared for by the medical community. Investigating patient-centered preferences in treatment within Maryland's various communities with eye toward hypothesis that if patient preferences are incorporated into the treatment plan, there will be better adherence to medications and better outcomes.</p> <p>Onukwugha: Studies the decision-making process patients and providers use in determining treatment options, medication use, screenings, doctor's visits, etc. Looks at disparities in this process Now looking at men with prostate cancer and the disparities that exist in being diagnosed and receiving treatment. Just completed a five year, K12 grant looking at why some patients leave the hospital against medical advice. Found that providers need to think about the patient experience in the hospital and how they communicate with patients.</p> <p>Shaya: Lead the Maryland Men's Cardiovascular Program, which utilized social networks (direct contact amongst peers) to help improve the health of African-Americans with cardiovascular disease. Did an MVP Jr. program using the same approach but focused on obesity.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>2012</p> <p>2012</p>		

2. Service – Devabhakthuni: Serves on the Society of Critical Care Medicine’s patient safety committee where they are working on developing guidelines for safe medication use.	Ongoing		
3. Outreach – Thirty students and faculty members gave free flu shots to 159 people at Langley Park Community Center in Prince George’s County and 62 people at the Lula G. Scott Community Center in Anne Arundel County as part of a “Vote & Vax” initiative. Both centers were adjacent to voting places. Immunizing 221 people was important, but equally important was the six months of student planning to identify locations with health disparities and organize the effort with the county health departments. In July 2012, Birdie Nguyen, a fourth-year student pharmacist at the University of Maryland School of Pharmacy and member of the Association for Prevention Teaching and Research’s Paul Ambrose Scholars Program, launched a project to promote awareness about how certain medications can contribute to falls in older adults. Concentrating her efforts in Allegany County and Garrett County – two rural areas that consistently report the highest number of falls among older adults in the State of Maryland -- Nguyen used the local health system’s “Just Bring It!” format to standardize medication lists. In addition to giving 30-minute presentations about medication safety at select senior centers in the area, Nguyen also set up a table at various health fairs hosted at senior centers, churches, and community health clinics at which she provided older adults with information to help educate them about the risk of falls associated with certain medications.	Nov 4, 2012 Summer 2012	Voters Rural elderly	221 unknown
4.			
5.			

[Note: Examples of other health disparities-reduction activities may include participation in activities of the Local Health Improvement Coalition or other health disparities-related groups and committees, community engagement and outreach, health disparities-focused faculty research activities, etc.]

**REPORT – INSTITUTIONS OF HIGHER EDUCATION:
CULTURAL COMPETENCY TRAINING AND
OTHER HEALTH DISPARITIES REDUCTION ACTIVITIES**

University of Maryland, Baltimore

Discipline: Social Work

Degree(s) Offered: Master's

1) How does your health profession training program incorporate instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

The School of Social Work (SSW) incorporates instruction on cultural sensitivity, cultural competency, and health disparities by infusing values, knowledge, and skills relevant to developing these competencies throughout the curriculum. Consistent with the National Association of Social Work (NASW) Standards for Cultural Competence in Social Work Practice, the SSW curriculum reflects course objectives that appreciate the need for students to progress from cultural awareness to cultural sensitivity to cultural competence, conceptualized as an ongoing process of expanding awareness, knowledge, and expertise. The mission of the social work profession is to work with, and advocate for, groups that are traditionally marginalized; therefore, the SSW seeks to improve students' knowledge of these populations (based on race, ethnicity, sexual orientation, etc.) and develop skills to work with them effectively, including the use of culturally-informed interventions. In order to graduate from the SSW, students must complete: (1) two internships in which their attitudes, knowledge and skills in working with diverse clients are assessed and (2) a diversity course that includes an assessment of cultural competence.

2) Regarding your training for students, which specific courses, clinical experiences, field training and other academic activities include an emphasis on cultural sensitivity, cultural competency, health literacy, and/or health disparities? Describe how the topics have been emphasized in the course (i.e., theory-oriented, skill building, etc.)

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
SOWK 789 Independent Research Project: Reducing Global Social and Behavioral Health	Course objectives: increase the capacity of social workers to reduce global social and behavioral health disparities by helping them serve as advocates for social and behavioral health parity. Course included the option for students to participate	Master's	3	Elective	6

Disparities	in a one-month on-site HIV/AIDS social and behavioral disparities project in Abuja, Nigeria from June 2-29, 2012.				
SWCL 749 Clinical Social Work with Lesbian and Gay Clients	Advanced practice course that provides information about effective assessment and intervention techniques for clients who identify themselves as gay and lesbian. Practice models using individual, couple, family, and group modalities are included. The student's own biases and values are explored.	Master's	3	Elective	22
SOWK 783 Qualitative Cross-Cultural Research	Advanced research class focused on conducting an independent qualitative research project. Students select an ethnocultural study population and a cultural question for study.	Master's	3	Elective	107
SWOA 713 Social Policy and Health Care	Advanced policy course that prepares students to assess and understand the impact of American medical and health service programs and policies on human well-being, including consideration of impact on diverse groups.	Master's	3	Required for Health Specialization	76
SWCL 752 Best Practices and Innovations in School Mental Health	Advanced practice course addresses dimensions of effective practice in the schools and the delivery of culturally competent mental health services to diverse populations including immigrants.	Master's	3	Elective	21
SWCL 726 Clinical Social Work with African American Families	Advanced practice course that uses a conceptual framework for understanding and treating social problems confronting African-American families, based on a nondeviant perspective that acknowledges African-American families' experiences with enslavement, oppression, and institutional racism. Emphasizes application and use of clinical knowledge and skills in the assessment and formulation of	Master's	3	Elective	25

	treatment interventions.				
SWOA 706 Multicultural Practice in Organizations and Communities	Advanced practice class examines concepts and techniques of multicultural macro practice and evaluates relevant strategies and tactics that promote multiculturalism, including pluralistic coalition building, empowerment processes, intercultural communication, diversity training, and cross-cultural supervision.	Master's	3	Elective	16
SWOA/SWCL 750 Social Work in Education	Advanced practice course that examines practice issues, including working with diverse populations, in pre-school through high school settings.	Maste'rs	3	Elective	24
SOWK 715 Children and Social Services Policy	Advanced policy course that encompasses consideration of a social services system for children and families of diverse ethnic, racial, and cultural identities that includes family policy and, advocacy.	Master's	3	Required for Families and Children Specialization	105
SOWK 726 Aging and Social Policy	Advanced policy course that focuses on existing and proposed programs and services for older adults at federal, state, and local levels, including their impact on special populations of older persons.	Master's	3	Required for Aging Specialization	21
SWOA 703 Community Organization	Advanced practice course with particular emphasis on direct practice with advocacy for disempowered groups in society, such as ethnic, racial, and other minorities, low-income people, women, the aged and the disabled.	Master's	3	Required for Macro concentration	81
SOWK 641 Special Topics: Critical Issues in Global Health	Interdisciplinary course providing overview of global health problems facing the world today, including the global burden of disease and pattern of disease variations between and within countries. Topics covered include maternal and child	Master's	3	Elective	3

	health, gender and violence, nutrition, and global climate change.				
SOWK 699 Special Topics: Prevention and intervention with intimate partner violence	Course provides overview of prevention and intervention strategies and approaches to intervention with women, men, and children who are victims of intimate personal violence. Course includes a special section on work with minority women.	Master's	3	Elective	14
SOWK 699: Special Topics: A brief history of oppression	Web-based course offered through arrangement with UNC School of Social Work. Focus on minority groups' experiences of oppression.	Master's	1	Elective	37
SOWK 699: Special Topics: International Social Work	Special attention on role played by culture and cultural identity in human development. Emphasis on theories that provide conceptual base for interventions used in international social work as well as with work with refugee, immigrant, migrant individuals and families.	Master's	1	Elective	21
SOWK 699 Special Topics: HIV - The Social Work Challenge	Course covers psychosocial issues and public health challenges among diverse groups	Master's	3	Elective	12
SOWK 699 Special Topics: Social Work with Immigrant and Refugee Populations	Course examines the causes of migration domestically and worldwide and how they impact the lives of immigrants and refugees, at individual, family, and community levels. Focus on the need for cultural competency in order to assess, communicate, and provide culturally sensitive services.	Master's	3	Elective	4
SOWK 699 Special Topics: Substance abuse during pregnancy	Course explores complex effects of substance abuse during pregnancy by looking at social determinants of health (e.g., institutional racism, legal implications, and economic disparity) and outcomes in	Master's	1	Elective	61

	maternal health and child health.				
SOWK 699 Special Topics: Social Justice and Social Work Practice	Course focuses on social justice concepts and theories and how they can be applied to micro and macro practice.	Master's	3	Elective	9

Note:

- Degree Level = Certificate, Bachelor, Master, or Doctorate-level Course
- # of Enrollees = Number of course enrollees during the 2011-2012 academic year

B. Field-Based Learning: Clinical Experiences and Practical Applications (please describe)	Degree Level	Graded or Ungraded ?	# of Credits / Hours	Required or Elective?	# of Student Completions
International Field Placement: Cochin, India partnered with Rajagiri College The internship covered a period of 6 months (20 to 22 weeks) from June 2011 to November 2011 which included 3-4 days of field practicum and two classes. Objectives include: building relationships; networking; developing as a social worker in a developing country; speaking other language; new cultural experiences; multicultural learning; value development; and intercultural competence. Field settings include: hospital settings, health centers, outreach Migrant projects, welfare offices and community/village outreach; women's reproductive health counseling and education, HIV outreach.	Master's	Graded	18	Elective	2
SOWK 705 International Social Work - El Salvador Course familiarized students with social work practice in El Salvador. Students participated in field visits to social work, human service, health agencies, and communities on the front line of social service programs. Classroom preparation followed by trip to El Salvador January 2-13, 2012.	Master's	Graded	2	Elective	10

C. Other Student-Centered Academic Activities (please describe)	Degree Level	Required or Elective?	# of Student Participants
Military Sexual Assault sponsored by Coalition for Military Awareness	MSW	Elective	8
Social Work and Empowerment: International Social Work in a Reflection of Global Solidarity sponsored by International Social Work Organization	MSW	Elective	23
From Neo-Nazi Skinhead to Advocate: A Paradigms Shift Personified sponsored by Latin American Solidarity Organization	MSW	Elective	20
The Prep School Negro (Movie) sponsored by Latin American Solidarity Association	MSW	Elective	77
Allies Celebration Week sponsored by the Lesbian Gay Bisexual Transgender Queer Allies Union	MSW	Elective	5
Blacks in Latin America (Movie/presentation/discussion) sponsored by the Organization of African American Students in Social Work	MSW	Elective	4
Innocent on Death Row sponsored by Student Coalition for Peace and Equality	MSW	Elective	79
Planning meeting for "Purim" sponsored by TIKKUN (Jewish Student Organization)	MSW	Elective	6
What to Expect from a Praise Party sponsored by Christian Social Work Fellowship	MSW	Elective	16

3) Are the following changes in student cultural competency measured? (Please mark all that apply)

- Changes in knowledge
- Changes in skills
- Changes in attitudes

4a) If change is being measured, what are the methods used to assess such changes and how often do such assessments occur? (Examples of assessment methods include surveys, essays, written skill exams, clinical practice simulations, etc.)

Field Practicum: All Master's students complete two field placements during their course of study; each placement spans fall and spring semesters. Students are graded Pass/Fail at the completion of both semesters.

For their first placement students spend 16 hours per week in an agency that provides social services, e.g., public schools, local welfare agencies, health centers and hospitals, foster care agencies. One of the eight areas on which students are assessed is working with diversity. Student must demonstrate an ability to work with people of diverse backgrounds by identifying stereotypes, biases or negative attitudes that might interfere with building effective working relationships [skills and attitudes]. For their second field placement students spend 24 hours per week in an agency concentrating on developing more advanced skills in either clinical or management/community organization settings.

Students are assessed on their ability to: (1) describe the diverse characteristics of their clients and how these characteristics impact access to services and client interactions; and (2) apply appropriate culturally effective interventions in working with diverse populations [knowledge, skills, attitudes].

Diversity Courses: As a graduation requirement every student must pass a diversity course which includes specific content on one or more areas of diversity (e.g., race, gender, ethnicity, sexual orientation, age) and an assignment that assesses skill in cultural competency. Diversity courses include the following listed in #2a: Independent Research Project: Reducing Global Social and Behavioral Health Disparities for Africans Living at Home or in the Diaspora; Clinical Social Work with Lesbian and Gay Clients; Qualitative Cross-Cultural Research; Social Policy and Health Care; Best Practices and Innovations in School Mental Health; Clinical Social Work with African-American Families; Multicultural Practice in Organizations and Communities; Children and Social Services Policy; Aging and Social Policy; Community Organization. Assessment measures are typically written exams or papers focused on skills.

4b) Please describe results of student cultural competency assessments, such as pre- and post-intervention changes, or provide other examples of how students have demonstrated progress toward developing cultural competence.

At present, assessments are not pre- and post- intervention, but a summative measure of student knowledge and/or ability at the conclusion of the course.

5) If change is not being measured, what resources would facilitate assessment of students on topics related to health disparities, health literacy, and cultural competency?

6) Please provide details about your program's involvement in other cultural competency and health disparities-reduction activities beyond the student-centered activities described in Question #2.

Health Disparities-Reduction Activities (Please provide title, description of event, and intended outcome.)	Date	Target Audience	# of Participants
1. Anger Management Group Therapy for Adolescents - This workshop provided an understanding of adolescent risk assessment and the provision of effective interventions. Intended Outcome: Participants will learn the ways that racism, classism and zero-tolerance laws influence the experiences of adolescents, assisting the practitioner in forming positive therapeutic bonds and in providing helpful interventions.	April 13, 2012	Social Work Practitioners	20
2. Waiting for Superman: Film Screening and Panel Discussion - Intended Outcome: Participants will explore ways in which poverty impacts education. Attendees will have the opportunity to reflect of the many different dynamics raised in the film (race, class, prejudices) and learn strategies on how to move forward.	Nov 14, 2012	Social Work Practitioners	38

3. Cultural Competence: Integral to Effective Clinical Supervision. Intended Outcomes: This workshop focuses on the supervisor's effectiveness in being culturally competent when supervising staff that differ in the areas of race class, age, gender, religion, sexual orientation and physical/ mental challenges	Oct 18-19, 2012	Social Work Practitioners	45
4. Human Trafficking and Social Work Practice: Ethical Consideration and Clinical Skills of Effective Work. Intended Outcomes: Participants will achieve a basic understanding of federal and state laws against human trafficking, learn to identify and work effectively with victims of various cultures and develop coalition- building skills	Oct 10, 2012	Social Work Practitioners	40
5. Provided information to ACA Research and Evaluation Work group regarding the federal measurement of race and ethnicity in surveys. For the development of data collection protocols in the states implementation of the ACA (Affordable Care Act)- Dr. Carlessia Hussein (DHMH)	May 7, 2012	All racial and ethnic groups	N/A
6. Llewellyn Cornelius and Judy Sabino (Lehigh Health Systems) Completion of a research paper assessing services provided to Latinos served by the Lehigh Valley Health System.	July 9, 2012	Puerto Ricans, Cuban, Mexican Americans	1300

[Note: Examples of other health disparities-reduction activities may include participation in activities of the Local Health Improvement Coalition or other health disparities-related groups and committees, community engagement and outreach, health disparities-focused faculty research activities, etc.]

**REPORT – INSTITUTIONS OF HIGHER EDUCATION:
CULTURAL COMPETENCY TRAINING AND
OTHER HEALTH DISPARITIES REDUCTION ACTIVITIES**

University of Maryland, Baltimore

Discipline: Nursing

Degree(s) Offered: Bachelor's, Master's, Doctor of Nursing Practice, Doctor of Philosophy and Certificates

1) How does your health profession training program incorporate instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

On May 24, 2010, the School of Nursing's BSN, MS and DNP programs were accredited by the Commission in Collegiate Nursing Education (CCNE) for 5 years. These accreditation actions were effective as of November 16, 2009 which is the first day of the programs' recent CCNE on site evaluation. 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 CCNE Report cited one of the strengths of the school as having a diverse student background and experience.

2) Regarding your training for students, which specific courses, clinical experiences, field training and other academic activities include an emphasis on cultural sensitivity, cultural competency, health literacy, and/or health disparities? Describe how the topics have been emphasized in the course (i.e., theory-oriented, skill building, etc.)

Bachelors

The BSN program emphasizes the need to assess cultural diversity in all the course work and clinical experiences. The students 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.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NURS 304	Introduction to Professional Nursing Practice	BSN	3	Required	152
NURS 333	Health Assessment	BSN	4	Required	153
NURS 315	Pathopharmacology	BSN	5	Required	155
NURS 330	Adult Health Nursing	BSN	3	Required	135
NURS 325	Contest of Health Care	BSN	2	Required	71
NURS 331	Gerontological Nursing	BSN	3	Required	62
NURS 308	Nursing Care of Infants and Children	BSN	2	Required	131

NURS 402	Nursing Care of the Childbearing Family	BSN	3	Required	63
NURS 407	Psychiatric/Mental Health Nursing	BSN	3	Required	62
NURS 403	Community Health Nursing	BSN	3	Required	133
NURS 487	Clinical Emphasis Practicum and Seminar	BSN	2	Required	69

B. Field-Based Learning: Clinical Experiences and Practical Applications (please describe)	Degree Level	Graded or Ungraded	# of Credits / Hours	Required or Elective?	# of Student Completions
NURS 304 – Clinical laboratory learning experiences, 32 hours in clinical setting, experiences with standardized patients	BSN	Pass/Fail	1	Required	152
NURS 330 – 180 hours of direct patient care. Assessment of cultural considerations, health disparities, health literacy integrated into clinical activities	BSN	Pass/Fail	4	Required	135
NURS 308 – 90 clinical hours working with pediatric populations across the healthcare continuum, includes issues related to access to care and health disparities, as well as cultural considerations	BSN	Pass/Fail	2	Required	131
NURS 402 - 90 clinical hours working with maternal-child populations across the healthcare continuum, includes issues related to access to care and health disparities, as well as cultural considerations	BSN	Pass/Fail	3	Required	131
NURS 407 - 90 clinical hours working with psychiatric patients, in acute, chronic and outpatient settings across the healthcare continuum, includes issues related to access to care and health disparities, as well as cultural considerations	BSN	Pass/Fail	2	Required	132
NURS 403 - 90 clinical hours in a community/public health setting with a focus on health disparities and health literacy at the population level, also incorporates issues related to access to care and cultural considerations	BSN	Pass/Fail	2	Required	133
NURS 487 – 180 practicum hours in a precepted clinical setting. Concepts related to health disparities, cultural considerations, and health literacy are integrated in to care delivery.	BSN	Pass/Fail	4	Required	69

Master's

Master's Core Courses

The first two courses are required of all masters' students and integrate cultural sensitivity, cultural competence, health literacy and health disparities into their content.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NURS 622 Systems and Populations in Health Care	This core course provides an analysis of critical issues in health care delivery and population health. Issues of cultural diversity, health disparities, and social justice in health care are analyzed.	MS	3	Required	48
NURS 659 Organizational and Professional Dimensions of Adv Nurs Practice	This core course provides content related to organizational and professional challenges experienced by nurses in advanced practice whether in clinical care, education, management, or research.	MS	3	Required	50

NPHY 612 is a required course for Adult & Gerontological Nurse Practitioner, Family Nurse Practitioner, Pediatric Nurse Practitioner, Psychiatric Mental Health Nursing, Trauma Critical Care and Nurse Anesthesia Programs

NPHY 612 Advanced Physiology and Pathophysiology	This course focuses on the relationship between physiology and pathophysiology across the life span and provides content necessary for understanding the scientific basis of advanced practice nursing.	MS	3	Required	216
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Adult & Gerontological Nurse Practitioner

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.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NURS 723 Clinical Pharmacology and Therapeutics	Provides advanced knowledge of commonly prescribed pharmacologic agents.	MS	3	Required	137
NURS 777 Diagnosis and	The student will focus on	MS	4	Required	23

Management of Adults Across of Lifespan	development of critical thinking skills to address health care problems of adults across the life span, develop differential problem-solving skills. Traditional nursing strategies such as education, interpersonal communication, and counseling will continue to be stressed.				
NURS 789 Advanced Diagnosis and Management of Adults Across the Lifespan	This course prepares the student to diagnosis and manage complex, multiple and chronic health needs of adults across the life span in primary care settings. Specific attention is paid to role, legal, policy and health care finance issues relative to primary care nurse practitioners.	MS	4	Required	23

B. Field-Based Learning: Clinical Experiences and Practical Applications	Degree Level	Graded or Ungraded	# of Credits /Hours	Required or Elective?	# of Student Completions
NURS 687 Comprehensive Health Assessment of the Older Adult	MS	Pass/Fail	1 credit 40 hrs.	Required	24
NURS 768 Clinical Practicum for Adults Across the Lifespan	MS	Pass/Fail	5 credits 225 hrs.	Required	23
NURS 788 Complex Clinical Practicum for Adults Across the Lifespan	MS	Pass/Fail	4 credits 180 hrs.	Required	45
NURS 794 Advanced Clinical Practicum for Adults Across the Lifespan	MS	Pass/Fail	5 credits 225 hrs.	Required	23
NURS 795 Clinical Syndrome Management of Older Adults	MS	Pass/Fail	2 credits 90 hrs.	Required	21

Community/Public Health Nursing

Program incorporates a focus on cultural diversity and health disparities in the community. This also includes an emphasis on evaluation of health literacy.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NURS 730 Environmental Health	Provides an overview of environmental areas of study. Recognition of the need for	MS	3	Required	29

	interdisciplinary teamwork in assessment, diagnosis and community-wide or population-based health promotion/disease prevention interventions.				
NURS 769 Society, Health and Social Justice	This course examines social, cultural, and political-economic determinants of health from sociological and social epidemiological perspectives. The concept of social justice is used as a conceptual framework to investigate population health inequities that exist in social class, race, ethnic and gender groups in the US.	MS	3	Required	27
NURS 671 Epidemiological Assessment Strategies	This course focuses on assessment of physical and social indicators of public health.	MS	3	Required	19
NURS 732 Program Planning and Evaluation in Community/Public Health	Systematic inquiry of the foundations of advanced community/public health program planning and evaluation of population/community focused health promotion/disease prevention programs and projects.	MS	3	Required	40
NURS 761 Populations at Risk in Community/Public Health	Focuses on the mission of public health and the various organizations that support the responsibilities of public health at the international, national, and local levels.	MS	3	Required	20

B. Field-Based Learning: Clinical Experiences and Practical Applications	Degree Level	Graded or Ungraded	# of Credits /Hours	Required or Elective?	# of Student Completions
NURS 762 Program Planning and Evaluation in Community/Public Health Practicum	MS	Graded	3	Required	10
NURS 753 Practicum in Leadership in Community/Public Health Nursing	MS	Graded	4	Required	8

Family Nurse Practitioner

Students participate in clinical rotations with FNP faculty practice sites in federally qualified health centers, HIV primary care and the School of Nursing Wellmobile within rural and urban underserved regions of the State of Maryland each semester during their 5 clinical courses. The FNP student body has an expressed special interest in underserved and vulnerable populations and to meet their learning goals, faculty have focused on the development of clinical practicum sites located within medically underserved areas serving an ethnically diverse population.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NURS 660 Advanced Health Assessment Across the Lifespan	This course focuses on assessment and clinical decision-making in advanced nursing practice with a family context. Students develop and strengthen skills related to health assessment including physical, psychosocial, cultural, and family dimensions of assessment.	MS	4	Required	11
NURS 630 FP I: Health Promotion and Disease Prevention	This course emphasizes the multidimensionality of health promotion and disease prevention within emergent family systems.	MS	2	Required	23
NURS 723 Clinical Pharmacology and Therapeutics Across the Lifespan	Provides advanced knowledge of commonly prescribed pharmacologic agents.	MS	3	Required	137
NURS 632 FP II: Clinical Management of Common Health Care Problems	Develops a knowledge base for effective diagnosis and management of selected acute, commonly occurring health care problems throughout the life span.	MS	3	Required	25
NURS 640 FP III: Management of Complex Health Care Problems	Focuses on the disease management of complex chronic health care problems in patients across the life span.	MS	2	Required	33
NURS 755 Families in Crisis	Introduces the systems theory orientation for understanding human functioning with a family system; personal, patient/family, and health care delivery systems.	MS	2	Required	29
NURS 731 FP IV: Integrative Management of Primary Health Care Problems	Emphasizes the multi-faceted implications of the role of the advanced practice nurse.	MS	2	Required	33

B. Field-Based Learning: Clinical Experiences and Practical Applications	Degree Level	Graded or Ungraded	# of Credits/ Hours	Required or Elective?	# of Student Completions
NURS 631 FP I: Practicum: Health Promotion and Disease Prevention	MS	Pass/Fail	1 45 hrs.	Required	18
NURS 633 FP II: Practicum: Clinical Management of Common Health Care Problems	MS	Pass/Fail	4 180 hrs.	Required	9
NURS 703 Specialty Topics in Family Practice	MS	Pass/Fail	2 45 hrs.	Required	59
NURS 644 FP III: Practicum: Management of Complex Health Care Problems	MS	Pass/Fail	3 135 hrs.	Required	14
NURS 741 FPIV: Practicum: Integrative Management of Primary Health Care Problems	MS	Pass/Fail	7 315 hrs.	Required	10

Health Services Leadership and Management

Program addresses cultural diversity and cultural competency as critical components of health care administration. All courses include health disparities when appropriate.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NURS 696 Leadership Analysis – A Cinematic Approach	This course focuses on the influence of culture, motivation, conflict resolution, and teamwork has on leadership and leadership skills. The course uses current movies and books to build upon basic leadership tenets. Students are exposed to a cultural simulation in this course	MS/DN P	3	Elective	48
NURS 691 Organizational Theories: Applications to Health Service Management	The content of this course is based upon social science theories and the administrative elements of planning, organizing, leading, and evaluating in the organizational setting.	MS	3	Required	46
NURS 692 Nursing and Health Services Administration	Focuses on professional and organizational dynamics of administration such as strategic planning, resource analysis, quality improvement, grievance and labor relations, and prototypic technology that impact future health care systems.	MS	3	Required	35

B. Field-Based Learning: Clinical Experiences and Practical Applications	Degree Level	Graded or Ungraded	# of Credits/ Hours	Required or Elective?	# of Student Completions
NURS 695 Practicum in Health Services in Leadership and Management	MS	Pass/Fail	5	Required	68

Pediatric Nurse Practitioner

Program students learn in their course work and clinical settings to assess health literacy. The course work incorporates a focus on cultural diversity with regard to the diagnosis and management of clinical problems of the pediatric patient and family.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NURS 626 Primary Health Care of the Newborn and Neonate	Focuses on care of the newborn, neonate and their family. Pediatric nurse practitioner's role as a provider of safe and effective care incorporating current theories and evidenced based practice guidelines relevant to the newborn and neonate. Synthesizing data from a variety of resources, and learning specific assessment skills are included in this course.	MS	2	Required	40
NRS 709 Management of the Well Child and Adolescent in the Primary Care Setting	Provides beginning preparation for the student to assume the role of primary care provider and role collaboration in the provision of quality ambulatory pediatric health care. It presents in-depth analysis of theories and behaviors relevant to the health promotion and health maintenance of the infant, child and adolescent. Cultural, ethical and practice considerations are examined in the context of child health.	MS	4	Required	40
NURS 713 Common Health Problems of Children I	Prepares the student to identify common health care problems within primary care practice with an emphasis on development of	MS	2	Required	40

	pathophysiological and psychopathological processes.				
NURS 743 Neonatal and Pediatric Pharmacology	Focuses on pharmacologic, pharmacogenetic, pharmacogenomic basis of prescribing, assessing and managing medications and their responses in infants, children and adolescents.	MS	3	Required	29
NURS 643 Advanced Nursing of Children I: Diagnostic Reasoning	Emphasizes the role of the Advanced Practice Nurse in the management of acutely ill infants, children and adolescents with focus on the development of foundational diagnostic reasoning to include, advanced psychophysiological assessment, diagnostic skills, and the formulation of differential diagnoses necessary for the care of acutely and critically ill children.	MS	2	Required	21
NRS 730 Pediatric Acute Care II: Management and Evaluation	Emphasizes the role of the Acute Care NP in the management and evaluation of infants, children and adolescents with acute and critical presentations of disease process, focusing on differential diagnosis, pathophysiology and evidence based management.	MS	2	Required	21
NURS 646 Advanced Practice Roles Seminar	Focuses on the emerging role of the advanced practice nurse in the acute care setting. Areas of emphasis are professional practice, role realignment, organizational theory, legal and ethical decision-making, Students participate in a cultural competency seminar and a health policy experience which incorporate health care disparities.	MS	2	Required	40

B. Field-Based Learning: Clinical Experiences and Practical Applications	Degree	Graded or	# of Credits/	Required or	# of Student
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	Level	Ungraded	Hours	Elective?	Completions
NURS 611 Pediatric Assessment in Advanced Practice Nursing	MS	Pass/Fail	3 cr. 45 hrs.	Required	24
NRSG 716 Primary Care Clinical I	MS	Pass/Fail	3 cr. 135 hrs.	Required	24
NRSG 624 Advanced Nursing of Children I: Clinical Practicum	MS	Pass/Fail	3 cr. 135 hrs.	Required	30
NRSG 731 Pediatric Acute Care II: Clinical Practicum	MS	Pass/Fail	4 cr. 180 hrs.	Required	21
NURS 645 Advanced Nursing of Children II: Clinical	MS	Pass/Fail	5 cr. 225 hrs.	Required	18

Psychiatric Mental Health Nursing

The Psychiatric Health Nurse Practitioner (PMHNP) speciality 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.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NURS 752 Neurophysiology of Mental Disorders	This course introduces the neurobiological aspects of psychiatric disorders. The fundamentals of neuroimaging, EEG, and other neurodiagnostic approaches.	MS	2	Required	34
NRSG 765 Development and Psychopathology: Issues Through the Lifespan in Advanced Practice Nursing	Introduces graduate/advanced practice nursing students to concepts of developmental psychopathology, including the origins and course of individual patterns of behavioral mal-adaption, the vulnerability to stress perspective, and factors and contribute to resilience and adaptive functioning.	MS	2	Required	22
NURS 664 Therapeutic Interventions across the Lifespan in Mental Health Nursing	This course introduces students to selected theoretical constructs and therapy processes related to various models of individual therapy and group therapy practice. Legal, cultural, and ethical implications of individual and group therapy are	MS	2	Required	21

	discussed.				
NURS 723 Clinical Pharmacology and Therapeutics	Provides advanced knowledge of commonly prescribed pharmacologic agents.	MS	3	Required	137
NURS 751 Psychopharmacology	Provides advanced knowledge of commonly prescribed psychopharmacologic agents. Legal, ethical and cultural implications of pharmacotherapy are also critically reviewed.	MS	3	Required	15
NURS 754 Seminar in Psychopharmacology for Child and Adolescent	Provides the opportunity for case study discussion on the use of psychopharmacologic agents with children and adolescents, using applied practicum cases at advanced level. Current research, ethical, and legal issues surrounding the use of psychopharmacology with children are emphasized.	MS	1	Required	10
NURS 655 Conceptual Foundations in Family Therapy	This course is an orientation to family theory and various methods and techniques directed toward the delineations of family systems and identification of possible directions and methods of affecting changes in such systems.	MS	2	Required	14

B. Field-Based Learning: Clinical Experiences and Practical Applications	Degree Level	Graded or Ungraded	# of Credits /Hours	Required or Elective?	# of Student Completions
NURS 660 Advanced Health Assessment across the Lifespan	MS	Pass/Fail	4 cr. 90 hrs.	Required	11
NRS 669 Differential Diagnosis of Mental Disorders Practicum	MS	Pass/Fail	2 cr. 90 hrs.	Required	12
NURS 665 Therapeutic Interventions across the Lifespan in Mental Health	MS	Pass/Fail	3 cr. 135 hrs.	Required	15
NURS 656 Conceptual foundations of Family Therapy: Practicum	MS	Pass/Fail	3 cr. 135 hrs.	Required	14
NURS 740 Advanced Practice Psychiatric and Mental Health	MS	Pass/Fail	4 cr. 180 hrs.	Required	18

Trauma, Critical Care, and Emergency Nursing

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.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NURS 723 Clinical Pharmacology and Therapeutics	Provides advanced knowledge of commonly prescribed pharmacologic agents.	MS	3	Required	60
NPHY 620 Pathophysiological Alterations in the Critically Ill	This course provides the student opportunity to gain an in-depth knowledge of specific pathophysiologic processes often experienced by critically ill patients.	MS	2	Required	40
NURS 755 Families in Crisis	Introduces the systems theory orientation for understanding human functioning with a family system; personal, patient/family, and health care delivery systems.	MS	2	Required	19

B. Field-Based Learning: Clinical Experiences and Practical Applications	Degree Level	Graded or Ungraded	# of Credits/ Hours	Required or Elective?	# of Student Completions
NURS 605 Comprehensive Adult Health Assessment	MS	Graded	3 cr. 40 hrs.	Required	23
NURS 623 Advanced Assessment of the Critically Ill	MS	Graded	3 cr. 45 hrs.	Required	23
NURS 647 Diagnosis and Management of Common Acute Care Problems	MS	Graded	5 cr. 200 hrs.	Required	22
NURS 726 Diagnosis and Management of Complex Acute Care Problems	MS	Graded	4 cr. 150 hrs.	Required	22
NURS 679 Advanced Practice/Clinical Nurse Specialist Roles in Health Care Delivery Systems	MS	Graded	3 cr. 150 hrs.	Required	22
NURS 727 Advanced Acute Care Management	MS	Graded	4 cr. 150 hrs.	Required	22

Nurse Anesthesia

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.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NURS 613 Principles of Anesthesia Nursing I	This course focuses on the basic principles of Nurse Anesthesia to include basic monitoring, anesthesia care delivery systems and physical principles governing	MS	3	Required	31

	Nurse Anesthesia				
NURS 605 Comprehensive Health Assessment of Adults	Builds on previously learned skills and knowledge to develop advanced skills in obtaining and completing a comprehensive health history and physical, and develop competence in describing and communicating normal and abnormal findings in a written and oral format.	MS	3	Required	31
NRS6 603 Introduction to Pharmacology for NA	This course discusses pharmacodynamics, kinetics and genomics to include a discussion of pKa, acid-base, lipid solubility and inhalational and IV induction drugs	MS	3	Required	31
NPHY 625 Pathophysiology for Nurse Anesthesia	This course expands on NPHY 612 to discuss in detail the impact anesthesia has on a variety of disease states and processes to include cultural, ethnic and gender differences.	MS	3	Required	31
NURS 614 Principles of Anesthesia Nursing II	This course expands on the basic principles discussed in N613 to include more advanced principles of anesthesia to include specialty core groups such as pediatrics, obstetrics and the elderly. In addition this course implements active simulation exercises to augment didactic instruction to include workshops	MS	3	Required	31
NURS 617 Technology and Physics of Anesthesia Nursing	This course discusses all of the physics involved in the delivery of anesthesia to include gas laws, diffusion, solubility, and electricity as well as a discussion regarding the technology used	MS	2	Required	31
NURS 604 Advanced Pharmacology for NA	This course expands on the pharmacology discussed in NRS6 603 to include an in-depth discussion on opioids, local anesthetics, and all adjunct medications that Nurse Anesthetists encounters in practice	MS	3	Required	31
NURS 654 Principles of Anesthesia Nursing III	This course reviews many of the advanced concepts of Nurse anesthesia to include cardiac, neurology and thoracic anesthesia as well as integration of high definition simulation exercises on	MS	3	Required	27

	more complex patients				
NURS 642 Professional Aspects of Anesthesia Nursing	This course discusses all of the professional issues of nurse anesthesia to include local and national issues, billing, licensure and credentialing. In addition students receive instruction in legal and social issues facing nurse anesthesia	MS	1	Required	27
NURS 672 Principles of Anesthesia Nursing IV	This course discusses all advanced aspects of nurse anesthesia with a heavy emphasis on high fidelity simulation, evidenced-based practice and independent nurse anesthesia practice	MS	3	Required	27
NRS 670 Anesthesia Nursing Seminar I	This course focuses on advanced issues in nurse anesthesia with an emphasis on cultural diversity and differences. Students do several workshop seminars discussing cultural issues in Nurse anesthesia and participate in a workshop with a nationally recognized expert in cultural diversity	MS	2	Required	27
NURS 675 Anesthesia Nursing Seminar II	This course focuses advanced principles in nurse anesthesia and reviews all of the basic and advanced principles to better prepare the students to take the national board certification examination following graduation.	MS	4	Required	24

B. Field-Based Learning: Clinical Experiences and Practical Applications	Degree Level	Graded or Ungraded	# of Credits /Hours	Required or Elective?	# of Student Completions
NURS 637 Anesthesia Nursing Practicum I	MS	Pass/Fail	3	Required	31
NURS 657 Anesthesia Nursing Practicum II	MS	Pass/Fail	5	Required	31
NURS 673 Anesthesia Nursing Practicum III	MS	Pass/Fail	5	Required	31
NURS 615 Regional Anesthesia and Practicum	MS	Pass/Fail	3	Required	31
NURS 674 Anesthesia Nursing Practicum IV	MS	Pass/Fail	3	Required	24
NURS 676 Anesthesia Nursing Practicum V	MS	Pass/Fail	5	Required	24

Nursing Informatics

The Nursing Informatics specialty program incorporates cultural diversity and health disparities in the required course work. In particular, it emphasizes diverse ways in which people seek, evaluate, and use information and the influence of culture, gender, age, economics, education, and ethnicity on interactions with technology, information and knowledge.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NURS 736 Technology Solutions for Generating Knowledge in Health Care	This introductory course builds knowledge, skills and abilities necessary to work in an information technology enabled healthcare environment. It focuses on the analysis and application of information technologies that support the provision of care including social context, availability of technology, and type of information along with social-technical, legal, regulatory and ethical concerns. Emerging technologies and contemporary issues are highlighted.	MS	3	Required	48
NURS 691 Organizational Theory: Application to Health Services Management	The content of this course is based upon social science theories and the administrative elements of planning, organizing, leading, and evaluating in the organizational setting.	MS	3	Required	51
NURS 786 Systems Analysis and Design	Information systems development is a process in which technical, organizational, and human aspects of a system are analyzed and changed with the goal of creating an improved system. This course will give students an understanding of the most common tools, techniques, and theories currently used in systems analysis and design. In this course, students are exposed to the concepts of health/computer literacy and rural health informatics.	MS	3	Required	29
NURS 770 Human Factors and Human-Computer Interaction	This course examines systems in which people interact with technology, with a focus on information systems in the healthcare setting specifically. There will be an emphasis on examining and critiquing current literature on the topics with a focus on various research methodologies.	MS	3	Required	33

NRSG 720 The Changing world of Informatics in Healthcare	This course focuses on the rapid changes in information technology, informatics theory and policy that irrevocably reshape healthcare delivery practice and research. The course examines current trends in the changing world of informatics and technology as they pertain to nursing and healthcare	MS	3	Required	26
NURS 738 Practicum in Nursing Informatics	Practical experience in selected agencies/businesses with preceptors reinforces and enhances the skills needed by informatics nurse specialists to analyze, select, develop, implement, and evaluate information systems that impact nursing and healthcare. Experiences also allow students to analyze the information technology roles of their preceptors. Experience in project management, consultation, user interface, systems design, evaluation of system and role effectiveness, and application of research skills are emphasized.	MS	3	Required	32

Clinical Nurse Leader

In the Clinical Nurse Leader (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.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NURS 505 Introduction to Professional Nursing Practice	This course will guide the student in the application of theory to clinical practice and in the development of cognitive, psychomotor, communication, and therapeutic skills necessary to address common needs and responses of persons experiencing various health states.	MS	3	Required	90
NURS 503 Health	This course is designed to provide	MS	4	Required	172

Assessment	the nursing student with the knowledge and skills necessary to assess individual health as a multi-dimensional expression of bio-psycho-social-cultural well being.				
NURS 501 Pathopharmacology	This course focuses on the pathophysiologic disruption to system functioning and on the use of therapeutic drugs in the health care setting.	MS	5	Required	87
NURS 514 Adult Health Nursing	This course is designed to introduce Clinical Nurse Leader students to the application of the nursing process for clients in acute care units.	MS	3	Required	80
NURS 507 Introduction to Nursing and the CNL Role	This course provides an overview of the nature of nursing as an evolving profession and its relationship to the structure and function of the U.S. health care delivery system. Consideration is given to the impact of social, political, economic, and technological factors on the health care system and the nursing profession.	MS	2	Required	74
NURS 625 Gerontological Nursing	This course is designed to provide the student with the opportunity to systemically explore concepts relevant to successful aging. Factors that affect the delivery of health services and Gerontological nursing care are critically discussed.	MS	3	Required	37
NURS 517 Nursing Care of Infants and Children	The biological, psychological, social, cultural, and spiritual aspects of the child within the context of the family unit are examined. This course provides an understanding of how family-centered atraumatic care in the pediatric setting facilitates the health and well-being of infants, children, and adolescents.	MS	2	Required	66
NURS 509 Nursing Care of the Childbearing Family	This course provides an understanding of prenatal, women, and family nursing principles through classroom and seminar experiences. An	MS	3	Required	77

	evidence-based practice approach is used and emphasis is placed on the biological, psychological, social, cultural, and spiritual aspects of the childbearing experience.				
NURS 511 Psychiatric/ Mental Health Nursing	This course uses an integrated biological, psychological, sociocultural, environmental, and spiritual approach, students with psychiatric disorders.	MS	3	Required	70
NURS 508 Community Health Nursing	This course provides the foundational principles of community and public health nursing. Ethical principles and concepts of social justice are incorporated by analyzing the origins of health disparities especially in cases of vulnerable populations.	MS	3	Required	90
NURS 523 Clinical Emphasis Practicum and Seminar	This course provides the student with opportunities to apply knowledge from nursing courses and critical thinking skills to clinical situations, patient care leadership, and case studies.	MS	1	Required	48
NURS 525 Clinical Nurse Leader	This course focuses on the leadership roles and management functions expected of the clinical nurse leader in a contemporary health care environment. The integration of leadership and management theory and the social responsibility of the nursing profession are emphasized.	MS	3	Required	97

B. Field-Based Learning: Clinical Experiences and Practical Applications (please describe)	Degree Level	Graded or Ungraded ?	# of Credits / Hours	Required or Elective?	# of Student Completions
NURS 505 – Clinical laboratory learning experiences, 32 hours in clinical setting, experiences with standardized patients	MS	Pass/Fail	1 cr	Required	90
NURS 514 – 135 hours of direct patient care. Assessment of cultural considerations, health disparities, health literacy integrated into clinical activities	MS	Pass/Fail	2 cr	Required	48
NURS 517 – 90 clinical hours working with pediatric populations across the healthcare	MS	Pass/Fail	2 cr	Required	66

continuum, includes issues related to access to care and health disparities, as well as cultural considerations					
NURS 509 - 90 clinical hours working with maternal-child populations across the healthcare continuum, includes issues related to access to care and health disparities, as well as cultural considerations	MS	Pass/Fail	3 cr	Required	77
NURS 511 - 90 clinical hours working with psychiatric patients, in acute, chronic and outpatient settings across the healthcare continuum, includes issues related to access to care and health disparities, as well as cultural considerations	MS	Pass/Fail	2 cr	Required	70
NURS 508 - 90 clinical hours in a community/public health setting with a focus on health disparities and health literacy at the population level, also incorporates issues related to access to care and cultural considerations	MS	Pass/Fail	2 cr	Required	90
NURS 523 – 300 practicum hours in a precepted clinical setting. Concepts related to health disparities, cultural considerations, and health literacy are integrated into care delivery.	MS	Pass/Fail	7 cr	Required	48

Doctor of Nursing Practice (DNP)

Throughout the DNP program students are involved in a variety of opportunities to be involved with culturally diverse populations especially those from rural communities and medically underserved. To date, we have evaluated various cultural competency models and selected a model to implement throughout the curriculum. The Campinha-Bacote model was selected.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NDNP 802 Methods for Evidence-Based Practice	This course focuses on the skills and advanced knowledge necessary for critical analysis of evidence on which to base nursing practice. Students will be able to apply analytical methods to develop best practices and practice guidelines and to facilitate the evaluation of systems of care that will improve patient outcomes.	DNP	3	Required	15
NDNP 804 Theoretical and Philosophical Foundations of Nursing Practice	This course integrates nursing science with knowledge from biophysical, social, and organizational sciences as the basis for the highest level of nursing	DNP	3	Required	16

	practice.				
NDNP 805 Design and Analysis in Evidence-Based Practice	This course extends foundational competencies in research methods and design for experienced advanced practice nurses. Common approaches to statistical analyses are examined as well as epidemiological approaches to evaluate population health.	DNP	4	Required	20
NDNP 807 Information Systems and Technology for the Improvement and Transformation of Health Care	This course is designed to provide the DNP student with the knowledge and skills necessary to correctly utilize information systems and technology and to lead information systems and technology through transitions in order to improve and transform health care.	DNP	3	Required	22
NDNP 809 Complex Health Care Organizations	This course focuses on the analysis, synthesis, and application of complexity science and quantum theory to health care systems. This includes the contribution of organizational theories, organizational culture, and systems infrastructure in dynamic interplay across complex health care systems.	DNP	3	Required	40
NDNP 815 Leadership and Interprofessional Collaboration	This course focuses on the system dynamics as they affect highly collaborative teams and requirements for leadership.	DNP	3	Required	26

B. Field-Based Learning: Clinical Experiences and Practical Applications	Degree Level	Graded or Ungraded	# of Credits /Hours	Required or Elective?	# of Student Completions
NDNP 810 Capstone Project Identification	DNP	Pass/Fail	1	Required	13
NDNP 811 Capstone II: Project Development	DNP	Pass/Fail	1	Required	17
NDNP 812 Capstone III: Project Implementation	DNP	Pass/Fail	1	Required	16
NDNP 813 Capstone IV: Project Evaluation & Dissemination	DNP	Pass/Fail	1	Required	21

Doctor of Philosophy (PhD)

The PhD program incorporates the concepts of cultural diversity and cultural sensitivity in all required course work. Individual dissertations have focused on health disparities in immigrant and urban populations.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NURS 840 Philosophy of	Reviews the nature of knowledge	PhD	3	Required	8

Science and Development of Theory	and theory in the various scientific disciplines.				
NURS 850 Experimental Nursing Research Designs	This course focuses on the relationship between theory and design and selected experimental and quasi-experimental research designs.	PhD	3	Required	10
NURS 851 Analysis for Experimental Nursing Research Designs	This course provides the theoretical and practical knowledge to conduct analyses of experimental data.	PhD	3	Required	10
NURS 841 Theory and Conceptualization in Nursing Science	This course focuses on the nature of theory in scientific disciplines, nursing theory within the context of the philosophy of science, and the evolution of nursing science and the application of conceptualization to the process and conduct of nursing research.	PhD	3	Required	7
NURS 814 Design and Analysis for Non-Experimental	This course provides an overview of non-experimental research designs (e.g., cohort, case-control, survey), measures such as incidence and prevalence, and related analytic procedures (e.g., logistic regression) for the study of nursing problems.	PhD	3	Required	8
NURS 815 Qualitative Methods in Nursing Research	Provides an overview to the qualitative paradigm and major approaches to qualitative research. Emphasis is placed on the appropriate use of qualitative methods and differences across qualitative approaches.	PhD	3	Required	9
NURS 811 Measurement of Nursing Phenomena	The theoretical basis of measurement is presented as a foundation for the development and evaluation of measurement instruments for use in nursing research.	PhD	3	Required	10
NURS 816 Multivariable Modeling Approaches in Health Sciences Research	This course covers several most commonly used multivariable modeling approaches for both normal and non-normal data, including linear regression, multiple linear regression, binary, multinomial, ordered logistic regression, log-linear models, and generalized linear models for analysis of health science and	PhD	4	Required	9

	medical.				
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B. Field-Based Learning: Clinical Experiences and Practical Applications	Degree Level	Graded or Ungraded	# of Credits /Hours	Required or Elective?	# of Student Completions
NURS 818 Research Practicum	PhD	Graded	6	Required	7
NURS 819 Research Rotation	PhD	Graded	5	Required	17
NURS 899 Dissertation Research	PhD	Graded	12	Required	29

Certificates

Environmental Health

The Environmental Health Certificate is uniquely focused on the complex interplay of environmental health, urban and rural communities, health literacy and health disparities.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NURS 730 Environmental Health	Explores the relationship between human health and the environment. Students learn basic assessment techniques to determine risks in their personal lives and health care settings.	Cert.	3	Required	29
NURS 735 Applied Toxicology	This course provides nurses with a basic understanding of the physiology of toxicological mechanisms.	Cert.	3	Required	3
NURS 764 Advanced Environmental Health	Introduces students to a more in-depth exploration of environmental health issues.	Cert	3	Required	10

B. Field-Based Learning: Clinical Experiences and Practical Applications	Degree Level	Graded or Ungraded	# of Credits/ Hours	Required or Elective?	# of Student Completions
None					

Global Health

The Global Health Certificate focus is on the impact of health disparities and health literacy of nations throughout the world. The courses focus on the problems of equality, health and social justice.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
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NURS 769 Society, Health, & Social Issues	This course examines social, cultural, and political-economic determinants of health from sociological and social epidemiological perspectives.	Cert.	3	Required	27
NRSRG 664 Critical Issues in Global Health	This course provides an overview of global health problems and equips students with tools to navigate the world of international health.	Cert.	3	Required	14
NURS 732 Program Planning & Evaluation in Community/Public Health	Systematic inquiry of the foundations of advanced community/public health program planning and evaluation of population/community focused health promotion/disease prevention programs and projects.	Cert.	3	Required	40
NRSRG 610 Global Health Seminar	This course familiarizes students with the challenges of designing and performing Global Health research and practice. Students will be introduced to the scientific literature on cultural differences in health and illness, and issues of health disparities and health care and cultural competencies.	Cert.	1	Required	6

B. Field-Based Learning: Clinical Experiences and Practical Applications	Degree Level	Graded or Ungraded	# of Credits/ Hours	Required or Elective?	# of Student Completions
NRSRG 611 Global Health Field Experience	Cert.	Pass/Fail	2	Required	11

Teaching in Nursing and Health Professions

In each course of the Teaching in Nursing and Health Professions Certificate, particular emphasis is given to cultural sensitivity and diversity.

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NURS 787 Theoretical Foundations of Teaching and Learning in Nursing and Health Professions	This course will provide a foundation in theory and application of essential knowledge for teaching students, consumers, and continuing education in a variety of settings.	Cert.	3	Required	22
NURS 791 Instructional Strategies and Assessment of Learning in Nursing	This course prepares the student to select and implement instructional strategies and media that are				

and Health Professions	appropriate to the learning style of the learner, the content to be taught, the behavioral objectives of the learning material, and the processes of learning.	Cert.	3	Required	52
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B. Field-Based Learning: Clinical Experiences and Practical Applications	Degree Level	Graded or Ungraded	# of Credits /Hours	Required or Elective?	# of Student Completions
NURS 792 Practicum in Teaching in Nursing and Health Professions	Cert.	Graded	3	Required	30

Note:

- Degree Level = Certificate, Bachelor, Master, or Doctorate-level Course
- # of Enrollees = Number of course enrollees during the 2011-2012 academic year

C. Other Student-Centered Academic Activities (please describe)	Degree Level	Required or Elective?	# of Student Participants
N/A			

3) Are the following changes in student cultural competency measured? (Please mark all that apply)
No change is being measured.

4a) If change is being measured, what are the methods used to assess such changes and how often do such assessments occur? (Examples of assessment methods include surveys, essays, written skill exams, clinical practice simulations, etc.)

N/A

4b) Please describe results of student cultural competency assessments, such as pre- and post-intervention changes, or provide other examples of how students have demonstrated progress toward developing cultural competence.

N/A

5) If change is not being measured, what resources would facilitate assessment of students on topics related to health disparities, health literacy, and cultural competency?

It would assist us if we had valid and reliable instruments (which are easily scored) to measure health disparities, health literacy, and cultural competency.

6) Please provide details about your program's involvement in other cultural competency and health disparities-reduction activities beyond the student-centered activities described in Question #2.

Health Disparities-Reduction Activities (Please provide title, description of event, and intended outcome.)	Date	Target Audience	# of Participants
1. Outreach – Fahie: two training grants which target middle, high school and undergraduate students who are from educationally and environmentally disadvantaged backgrounds and who are underrepresented in nursing.	Ongoing	Potential admits	Unlimited
2. Service – Fahie: serves on the Maryland Alliance a panel which promotes increase diversity of the health care workforce.	Ongoing	Potential admits	Unlimited
3. Grants – The Nurse Anesthesia program has a Health Resources and Services Administration grant to recruit underrepresented groups into the program. This grant provides funds to increase mentorship of minority nurses interested in becoming Nurse Anesthetists. Five \$10,000 scholarships were awarded by the Robert Wood Foundation to newly admitted students in the Clinical Nurse Leader program who are from groups underrepresented in nursing or from disadvantaged backgrounds. The PhD program was awarded \$177,000 a year for 3 years from the Department of Education's Graduates in Areas of Academic National Need for 5 fellows from underrepresented areas of nursing. The Enhancing the Doctor of Nursing Practice Program to Improve Healthcare for Underserved Populations of Maryland's 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. The project will help to increase the quality and safety of health care by supporting evidence-based practice and strengthening health care systems. In the first year of the grant (2011-2012) a consultant led the review of the DNP program curriculum, enhancing cultural competence and sensitivity in each course. These grants are a great opportunity to increase student diversity.	Ongoing	Potential admits	Unlimited 5 5 unlimited
4.			

[Note: Examples of other health disparities-reduction activities may include participation in activities of the Local Health Improvement Coalition or other health disparities-related groups and committees, community engagement and outreach, health disparities-focused faculty research activities, etc.]

**REPORT – INSTITUTIONS OF HIGHER EDUCATION:
CULTURAL COMPETENCY TRAINING AND
OTHER HEALTH DISPARITIES REDUCTION ACTIVITIES**

University of Maryland, Baltimore

Discipline: Allied Health: Physical Therapy (offered through the School of Medicine)
Degree(s) Offered: Doctor of Physical Therapy (DPT)

1) How does your health profession training program incorporate instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

Physical therapy is a profession that demands a high level of technical, clinical expertise; but in order for practitioners to be effective they must develop interpersonal and affective skills that can be utilized appropriately with all patient populations. To reinforce development of these skills, the curriculum has identified seven curricular threads that are intentionally incorporated in teaching—one of which is cultural competence. In our working model, cultural sensitivity is viewed as a foundation for increasing competence.

To deliver instruction in this curricular thread, various teaching methods are used including lectures, case-based scenarios, simulations, independent learning modules, discussions, clinical experiences and assessment of learning. Inter-professional education is also being explored as a means to broaden student's exposure to other programs on the campus that seek to enrich learning around patient education strategies that can increase health literacy and address public health concerns related to health disparities.

Faculty deliver content related to cultural sensitivity and competence based on frameworks developed by the American Physical Therapy Association. Content related to health literacy and health disparities is based on public health models similar to those that appear in literature published through the Association of Schools of Public Health. In an outcomes study of our students conducted in conjunction with the Global Initiative Project (described later in this document), the educational training modules used were based on the framework for cultural competence education developed by Campinha-Bacote (1998).

The *Guide to Culturally Competent Health Care* (Purnell, 2008) is used as a recommended textbook because it is organized around a domain-model for the development of culturally sensitive health care practitioners and addresses a large number of cultural groups.

In preparation for clinical internships, students engage in learning modules that emphasize professionalism, cultural sensitivity and competency. The period preceding clinical placement is a particularly impressionable time in the student's academic career, and this focused learning helps bring together the exposure they have had throughout the curriculum related to this thread.

2) Regarding your training for students, which specific courses, clinical experiences, field training and other academic activities include an emphasis on cultural sensitivity, cultural competency, health literacy, and/or health disparities? Describe how the topics have been emphasized in the course (i.e., theory-oriented, skill building, etc.)

A. Course Title	Description of Course Content and Objectives (All course descriptions/objectives on subsequent pages)	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
Basic Sciences I	Content Focus: Increasing knowledge and skill building	Doctorate	9	Required	57
Basic Sciences II	Content Focus: Increasing knowledge and skill building	Doctorate	15	Required	57
Basic Sciences III	Content Focus: Increasing knowledge and skill building	Doctorate	12	Required	57
Professional Issues I	Content Focus: Increasing knowledge and skill building	Doctorate	3	Required	57
Professional Issues II	Content Focus: Increasing knowledge and skill building	Doctorate	2	Required	57
Professional Issues III	Content Focus: Increasing knowledge and skill building	Doctorate	4	Required	57
Medical Issues I	Content Focus: Increasing knowledge and skill building	Doctorate	6	Required	57
Medical Issues II	Content Focus: Increasing knowledge and skill building	Doctorate	6	Required	57
Musculoskeletal I I	Content Focus: Increasing knowledge and skill building	Doctorate	7	Required	57
Musculoskeletal I II	Content Focus: Increasing knowledge and skill building	Doctorate	7	Required	57
Neuromuscular I	Content Focus: Increasing knowledge and skill building	Doctorate	7	Required	57
Neuromuscular II	Content Focus: Increasing knowledge and skill building	Doctorate	7	Required	57
Clinical Qualifying Measures/Under-served Populations and Rural Health	Content Focus: Increasing knowledge and skill building	Doctorate	1	Required	57

Note:

- Degree Level = Certificate, Bachelor, Master, or Doctorate-level Course
- # of Enrollees = Number of course enrollees during the 2011-2012 academic year

Doctor of Physical Therapy Course Descriptions Curricular Sequence

DPTE 511 (9SHC): Basic Sciences I

Basic Sciences Block 1 provides a study of the morphology of the human body including the macro-anatomy (gross anatomy), microanatomy (histology) of the basic tissues, and provides an introduction into the mechanisms of diseases. It includes the study of the bones, ligaments, muscles, nerves, blood vessels, and their associated organs. Emphasis is placed on the musculoskeletal and neuromuscular systems. Consideration is given to clinical entities, by including imaging and clinical cases. Formal lectures, laboratory experiences (including cadaver dissections, observation of radiographs, and microscopy sessions) are supplemented by required reading, CD-ROM material and web-based resources.

DPTE 512 (3SHC): Professional Issues I

Professional Issues Block 1 will be focused on the orientation of the student to the Department of Physical Therapy and the American Physical Therapy Association policies and procedures. This orientation is designed to insure student compliance with all departmental, university, and professional regulations and guidelines for conduct. As such, the student will be completing many of the administrative tasks necessary for enrollment as a full time student. Lecture, and discussion of the *Maryland Physical Therapy Practice Act* and self directed exercises on the *Guide to Physical Therapy Practice* will provide the opportunity for the student to examine the ethical and professional issues surrounding physical therapy practice and conduct as a student in this program. Extemporaneous speaking and computer laboratory sessions with PowerPoint software will give the student the skills to prepare and give professional presentations that can contribute to the body of physical therapy knowledge.

DPTE 513 (15SHC): Basic Sciences II

Basic Sciences Block 2 provides an integrated “systems-oriented” approach to the morphological and developmental organization of the human body. Integrated study of neuroanatomy, embryology, histology, physiology, pathology and pharmacology is employed in this block to prepare students for the rest of the professional curriculum. Formal lectures, laboratory experiences, and clinical correlation conferences, supplemented by required readings are used to help students gain mastery of the essential concepts of these foundational sciences. Each of the body’s major organ systems will be studied beginning with structural and functional aspects of individual cell types and progressing to tissue and systems levels. Basic pathology, pathophysiology, and system-related pharmacology are addressed before moving to each new subject area. The interdependence of structure and function of tissues and organs is emphasized throughout the lifespan. The block faculty includes basic and clinical scientists as well as physical therapy clinicians.

DPTE 514 (12SHC): Basic Sciences III

This block will integrate and consolidate the foundations of movement sciences and bio-physical sciences pertaining to human and function across the life span. It will likewise serve as an interface between the previous basic science blocks and the clinical sciences blocks. Students will acquire knowledge in the application of biomechanical and patho-mechanical correlates and motor behavior theories to the analyses of movements in health and pathology and use this knowledge to develop basic screening, evaluation, assessment and performance measures and skills. They will develop the basic skills of documenting and reporting the findings of the studied evaluation measures and intervention outcomes. The student will learn to describe, operate and apply skillfully various therapeutic

technologies used in habilitation and rehabilitation of patients with musculoskeletal, neuromuscular, cardio-pulmonary, vascular, and integument deficits. Instruction will foster critical thinking and an evidence-based approach to problem solving skills necessary for developing effective and efficient independent clinicians. Lectures, laboratory activities, numerous case presentations and problem-based learning will be used in this block. Successful mastery of the material presented in the block will be measured through performance on written and practical examinations.

DPTE 515 (2SHC): Professional Issues 2

The second Professional Issues block will prepare the student to communicate and appropriately interact with other health care providers, third party payers, patients, clients, and their families. Educational experiences will include panel discussions with professionals in rural, community, teaching, and research settings. A visit to the APTA headquarters is scheduled to demonstrate the role of the national organization in physical therapy legislation and practice. Extensive exercises in documentation and ethics will provide the student with a foundation to communicate clinical decisions and conduct themselves professionally to other health care professionals, patients, clients, and their caregivers

DPTE 516 (6SHC): Medical Issues 1

This block will provide the student with knowledge of common medical and surgical conditions presenting throughout the lifespan. The hospital clinical practice setting will serve as the introductory benchmark for instruction and will highlight, compare and contrast the variety of settings reflective of patient acuity – emergency room, intensive care unit, transitional care unit and general medical/surgical units. Instruction will then be elaborated beyond the hospital setting to foster the critical thinking and clinical problem solving skills necessary for effective and efficient functioning in the role of primary clinical care provider in both inpatient and outpatient settings. Lectures, laboratory exercises, clinical visits and independent learning modules will assist students in demonstrating the clinical relevance of information obtained via analysis of laboratory and medical/surgical data, patient co-morbidities/risk factors, resource availability and information gained through interdisciplinary professional interactions. The block outcome will be the demonstration of competency and proficiency in prioritizing, executing and modifying safe and evidence-supported examinations and interventions.

DPTE 521 (6SHC): Medical Issues 2

This block will provide the student with an integrated framework of the interplay of vascular function/integrity upon integumentary hygiene and the maintenance of a viable limb. Through directed instruction, students will learn the varied techniques of vascular and integumentary examination to discern pathologic etiologies to enable directed and efficacious therapeutic interventions. Clinical wound management practices will be outlined for multiple types of open wounds, burns and common dermatologic disorders. A significant portion of this block will also be dedicated to the comprehensive understanding of the etiology and management of congenital, traumatic and acquired pathological amputations. Lectures, laboratory exercises, clinical visits and independent learning modules will assist students in demonstrating appropriate decision making and the clinical relevance of presented information. This block will encompass age-appropriate and setting-specific principles of prevention, examination, thoughtful analysis and outcome-based interventions. Appropriate documentation strategies will also be highlighted, discussed and practiced.

DPTE 522 (7SHC): Musculoskeletal 1

The material presented in Musculoskeletal Block 1 will address orthopedic injuries and diseases of the upper and lower extremities. Learning experiences will include lectures, laboratory sessions, real and simulated patient cases, in addition to small group discussions that focus on clinically relevant examination and management techniques of persons throughout the lifespan. Upon completing this block, the student should be able to critically examine, communicate, and effectively document the information gathered during the initial examination, as well as, appropriately manage persons with orthopedic injuries and diseases. Weekly laboratory and seminar sessions will assist the student to understand the evidence supporting the concepts presented during the block and integrate these concepts into independent practice.

DPTE 523 (1SHC): Part-time affiliation 1

Part-time affiliations associated with Neuromuscular I and Musculoskeletal I blocks will introduce students to the clinical environment in order to practice their clinical skills under direct supervision of a clinical instructor. The students will be afforded the opportunity to apply didactic knowledge, develop professional behaviors, and practice hand-on skills.

DPTE 524 (7SHC): Neuromuscular 1

This block will cover advanced study of neurological disorders of the central, sympathetic, and peripheral nervous systems across the lifespan. The emphasis will be on problem-solving and integrating the examination skills and intervention skills covered in previous courses to help students further develop their skills in establishing and executing a comprehensive plan of care for the neurological population. Students will be introduced to the identification and critique of evidenced to support clinical practice and the begin training in decision making to develop the skills necessary for independence practice for neurologic patient populations.

DPTE 525 (7SHC): Musculoskeletal 2

The material presented in Musculoskeletal Block 2 will address orthopedic injuries and diseases affecting the spine, sacroiliac joints and hip. Learning experiences will be based on lectures, laboratory sessions, real and simulated patient cases, as well as from small group discussions that focus on clinically relevant examination and management of persons throughout the lifespan. Upon completing this block the student should be able to critically examine, communicate, and document the information gathered during the initial examination and appropriately manage persons with orthopedic injuries and diseases. The design of the block incorporates suggestions from the Guide to Physical Therapist Practice. Weekly laboratory and seminar sessions will assist the student to understand the evidence supporting the concepts presented during the block and to integrate these concepts into independent practice.

DPTE 526 (1SHC): Part-time affiliation 2

Part-time affiliations associated with Neuromuscular II and Musculoskeletal II blocks will place students in the clinical environment in order to practice their clinical skills under direct supervision of a clinical instructor. The students will be afforded the opportunity to apply didactic knowledge, develop professional behaviors, and practice hand-on skills.

DPTE 527 (7SHC): Neuromuscular 2

This block will continue the advanced study of neurological disorders of the central, sympathetic and peripheral nervous system across the lifespan. The emphasis will be on problem-solving and integrating the examination and intervention skills covered in previous blocks to facilitate the development of competency in establishing and executing a comprehensive plan of care for the

neurologic population. Concepts presented in Neuromuscular Block I will be built upon, especially the identification and critique of evidence to support practice and clinical decision making necessary to function as an independent practitioner. Students will have the opportunity to document and communicate their findings appropriately. Small group seminars will further skills in critique of evidence to support clinical practice. Students will receive additional training in decision making to develop the skills necessary for an independent practitioner.

DPTE 528 (4SHC): Professional Issues 3

Professional Issues Block 3 will focus on how to manage, market, and act as a supervisor in a physical therapy practice. By the end of this block students should be able to understand topics including billing and reimbursement, applying and interviewing for a job, staff development, productivity, quality improvement, legal issues of physical therapy practice, and practice and program marketing. In addition, students should be able to apply these principles to their clinical decision making and professional interactions with other health care providers, third party payers, patients, clients, and their caregivers. Learning experiences will include guest lectures, mock interviews, billing cases, role playing, and small group discussions. A block project will be assigned to simulate a marketing plan for a community based wellness program. This project will integrate concepts of wellness, communication, and use of web based technology addressed in previous blocks.

DPTE 530 (1SHC): Clinical Qualifying Measures

Clinical Qualifying Measures (CQM) is a multifaceted process wherein student professional growth, development and skill is assessed in a triangulated fashion. Students, peers, faculty and simulated patients provide data that is reviewed in composite to ascertain student readiness to proceed to the full-time clinical internship phase of the curriculum. CQM components include, but are not limited to: basic skills checks, portfolio reviews, simulated patient encounters and clinical documentation. Prior to the simulated patient encounter, students engage in active learning techniques to help synthesize and integrate information gained throughout the didactic phase of the curriculum. Emphasis is on clinical problem-solving, prioritization and use of evidence-based strategies.

DPTE 532 (1 to 4 SHC): Independent Study – Educational Development

This course provides the opportunity for students to become involved with subjects, topics, and projects that are relevant to Physical Therapy but are not included in the rest of the curriculum. Advanced applications will also be included on an individual basis. Completion of the IAPP will be embedded within this course, with the number of credits reflective of individual circumstances.

DPTE 545: Full Time Clinical Internship I [10 SHC]

In this first in a series of three full-time internships, students are provided the opportunity to apply didactic knowledge, develop professional behaviors, and practice patient/client management in a clinical setting. Students will perform all aspects of the patient-client management model, including: examination, evaluation, diagnosis, prognosis, and plan-of-care, documentation, delegation, legal and financial issues related to physical therapist practice. The internship is 11.5 weeks in length [10 week clinical phase]. A one-week preparatory phase is utilized to prepare academically, clinically, and administratively for the clinical portion. Clinical hours are determined by the clinic and may vary between 35-50 hours per week. These hours may occur from Sunday through Saturday, including evenings and weekends. The Clinical Instructor [CI] and the student, at midterm and conclusion of the internship, use the APTA-developed web-Clinical Performance Instrument [webCPI] to provide formal written performance evaluations. In addition to clinical care, the student is required to attend an

introductory on-campus orientation, complete the web-CPI certification training, and complete an on-line case report quiz. By the conclusion of the internship, the student will meet “Entry-level” standard for the first five Professional Practice criteria of the CPI and “Advanced Intermediate” standard for the Patient Management criteria and Professional Development criterion of the web-CPI.

DPTE 546: Full Time Clinical Internship II [10 SHC]

In this second full-time internship, students are provided the opportunity to continue to apply their didactic knowledge, develop professional behaviors, and practice patient/client management in another clinical setting. They will perform all aspects of the patient-client management model, as described in DPTE 545. The internship is 11.5 weeks in length [10 week clinical phase]. A one-week preparatory phase is utilized to prepare academically, clinically, and administratively for the clinical portion. Clinical hours are determined by the clinic and may vary between 35-50 hours per week. These hours may occur from Sunday through Saturday, including evenings and weekends. The CI and the student, at midterm and conclusion of the internship, use the webCPI to provide formal written performance evaluations. To successfully pass the block, the student must meet “Entry-level” standard for all the Professional Practice and Patient Management criteria of the web-CPI. In addition to clinical care, participation in Career Day / Clinical Education seminar held on UMB campus during preparatory week and completion of either a Case Report or Consultation Project assignment is required.

DPTE 547: Full Time Clinical Internship III [10 SHC]

In this third, and final, full-time internship, students are provided the opportunity to continue to apply their didactic knowledge, develop professional behaviors, and practice patient/client management in another clinical setting. They will perform all aspects of the patient-client management model, as described in DPTE 545. The internship is 11.5 weeks in length [10 week clinical phase]. A one-week preparatory phase is utilized to prepare academically, clinically, and administratively for the clinical portion. Clinical hours are determined by the clinic and may vary between 35-50 hours per week. These hours may occur from Sunday through Saturday, including evenings and weekends. The CI and the student, at midterm and conclusion of the internship, use the webCPI to provide formal written performance evaluations. To successfully pass the block, the student must meet “Entry-level” standard for all of the Professional Practice and Patient Management criteria. In addition to clinical care, completion of either a Case Report or a Consultation Project assignment and an on-campus Clinical Education conclusion session is required.

B. Field-Based Learning: Clinical Experiences and Practical Applications (please describe)	Degree Level	Graded or Ungraded	# of Credits / Hours	Required or Elective?	# of Student Completions
Global Initiatives Project Participating students travel to low-resourced countries with faculty member for supervised short-duration internships	Doctorate	Graded	1	Elective	7
Professional Practice Opportunity Students may choose to perform clinical activities under supervision with under-served populations	Doctorate	Graded	1	Elective	14
Medical Issues II—Underserved Populations and Rural Health	Doctorate	Graded	6	Required	57

Students engage in educational modules to prepare them for this experience with the medically indigent, homeless, and underserved for low healthcare-access populations					
Part-time Affiliation I In Part-time Affiliations students are prepared for and interact with patient populations that require cultural sensitivity/competence	Doctorate	Graded	1	Required	57
Part-time Affiliation II As listed above	Doctorate	Graded	1	Required	57
Clinical Internship I Students develop clinical competence in these Internships and are graded by the clinical instructor on their demonstration of cultural sensitivity/competence and health literacy	Doctorate	Graded	7.5	Required	46
Clinical Internship II As listed above	Doctorate	Graded	7.5	Required	46
Clinical Internship III As listed above	Doctorate	Graded	7.5	Required	46
Service Learning Center Students may volunteer to participate in this department sponsored and faculty supervised clinic that serves the uninsured/underinsured in the Baltimore community	Doctorate	Ungraded	N/A	Elective	10

C. Other Student-Centered Academic Activities (please describe)	Degree Level	Required or Elective?	# of Student Participants
President's Outreach Council School Visit Day Program Student volunteers host elementary school students in this program that provides exposure to a variety of healthcare professions in order to increase their knowledge of career options	Doctorate	Elective	15

3) Are the following changes in student cultural competency measured? (Please mark all that apply)

- Changes in knowledge
- Changes in skills
- Changes in attitudes

Other changes: emotional resilience; flexibility; openness; professional autonomy; and perceptual ability.

4a) If change is being measured, what are the methods used to assess such changes and how often do such assessments occur? (Examples of assessment methods include surveys, essays, written skill exams, clinical practice simulations, etc.)

Cultural competence is a curricular thread in the program and included in each Block (Course) of the curriculum. In most Blocks, students encounter case-based patient scenarios that incorporate concepts and skills in cultural competence, sensitivity and health literacy. Written exams are used to assess learning of affective skills and issues related to health disparities. Assignments are included in many Blocks that reinforce the professional expectation for students to develop cultural competence. Interactions with simulated patients provide realistic practice experience in a supervised setting with faculty grading and feedback. Self-reflection activities encourage students to process learning and examine their learned and acquired biases. At the conclusion of each Block, students are required to complete a Block Evaluation in which they are asked to identify whether or not the thread of cultural competence was evident in the Block content.

In Clinical Internships students are graded mid-term and at the end of the 10 week internship by use of the *Clinical Performance Instrument (CPI)*, which is a standardized assessment tool used in physical therapy clinical education. The student's ability to demonstrate cultural sensitivity is graded on a scale that indicates "entry-level practitioner" skill, which is required for student to pass. These skills are measured three times within one clinical year for each student in the program.

Students who participated in the Global Initiatives Project were given pre- and post-assessments using the *Cross-Cultural Adaptability Index* tool. Prior to the immersion experience in a developing country they received a module of educational training in cultural competency with a focus on adaptability in attitudes and skills based on the work of Campinha-Bacote. These students were compared to program-peers who completed the educational module only, but did not travel for the immersion.

4b) Please describe results of student cultural competency assessments, such as pre- and post-intervention changes, or provide other examples of how students have demonstrated progress toward developing cultural competence.

For the referenced academic year, in most Blocks greater than 70% of students identified that the curricular thread of cultural competence was "evident". (N=57)

This same year, no student failed Clinical Internships due to a low assessment of their cultural competence assessment on the CPI.

Based on the small sample of students who were able to participate in the Global Initiatives Project, there was a greater change in cross-cultural adaptability among students who received the educational training module plus immersion experience than with the group of students who had the educational training module only.

At the conclusion of their professional education, students must sit for and pass the National Physical Therapy Examination (NPTE) in order to become licensed to practice. Data received from the NPTE compares our students to other national cohorts of first-time exam takers. One of the NPTE content

areas, *Teaching & Learning*, measures the graduate's ability to create a learning environment in which information is effectively communicated to patients/clients to ensure that they receive appropriate instruction to support patient/client management decisions. While cultural competence is not specifically measured in this content area of the NPTE, the ability to be effective with diverse patients/clients is considered to be necessary. Overall, this year the national mean scale score was 645.5. Our students scored above the national average with a mean scale score of 649.3.

Anecdotally, students who engaged in cultural experiences provided by the program reported an increased level of cultural awareness, a reflective knowledge of their own personal biases, a greater level of what is demanded to be culturally sensitive and respectful, and gratitude for having had the experience.

5) If change is not being measured, what resources would facilitate assessment of students on topics related to health disparities, health literacy, and cultural competency?

Student change is being measured in many areas of our program components; however, increased financial resources would allow us to expand the current initiatives we have, particularly related to Global Initiatives so that more students can participate. Additionally, greater financial resources would allow the program to increase the use of standardized tools to measure and report outcomes.

In order to implement a study measuring parameters of cultural competence with an entire class cohort of DPT students (excluding the global immersion experience), funding support is needed to analyze and interpret the data points pre- and post- curricular initiatives.

Increased human resources to assist in training and tracking outcomes could help the program realize maximal benefit.

6) Please provide details about your program's involvement in other cultural competency and health disparities-reduction activities beyond the student-centered activities described in Question #2.

Health Disparities-Reduction Activities (Please provide title, description of event, and intended outcome.)	Date	Target Audience	# of Participants
1. Publications - Reicherter, Health Literacy: physical therapists' perspectives	2012	Clinicians	Unlimited
Reicherter, The translation and use of The Profile of Chronic Pain to assess impact of pain on lives of Chinese-born older adults residing in the United States	2011	Clinicians	Unlimited
Conroy and Reicherter, Interdisciplinary student-provided service to underserved populations: implementation at a geriatric community in Baltimore, Maryland	2011	Clinicians	Unlimited
Reicherter, Sustainable Service Learning Strategies: outcomes in physical therapy and rehabilitation science	2012	Clinicians	100

Gordes, Dissertation on Childhood Obesity (In process) Intended Outcome: Education of clinicians in areas of health disparities, health literacy and cultural sensitivity	In process	Clinicians	In process
2. Faculty Participation in Health Volunteers Overseas and Global Health Initiative Counsel – Glickman	Present	Low-resourced global countries	Unlimited
3. Mid-Atlantic Burn Camp- Kalil: Twenty-five year old history of providing services to diverse children and youth who are living with burn sequela. Founder and director is faculty member.	1987-Present	Children, youth and families	Unlimited
4. Faculty Development “Lunch & Learn” with Cultural Competence Topics – These annual seminars will provide faculty/staff with on-going state of the art information related to teaching/learning in this area	2013	Faculty and Staff	30
5. Community Presentations on Health Literacy, Health Disparities, Health Promotion and Illness Prevention in Low-Resourced Countries – Baker: Presentations in countries throughout the world designed to promote increased health literacy and provide the goals of public health.	2008-Present	Community populations	Unlimited
6. Community Outreach Projects by Faculty/Staff/Students - Students, faculty and staff participate in many, varied community outreach projects that serve culturally diverse populations, such as national non-profits to raise health awareness and literacy among underserved populations and local entities that serve the Baltimore community. These are often events that generate funds for research and scientific advances.	1992-Present	Local and national populations	Unlimited

**REPORT – INSTITUTIONS OF HIGHER EDUCATION:
CULTURAL COMPETENCY TRAINING AND
OTHER HEALTH DISPARITIES REDUCTION ACTIVITIES**

University of Maryland, Baltimore

Discipline: Allied Health: Clinical Laboratory Science/Medical Technology (offered through the School of Medicine)

Degree(s) Offered: Bachelor's, Master's

1) How does your health profession training program incorporate instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

The Department of Medical and Research Technology is housed in the School of Medicine. Our academic program offers both Bachelor of Science and Master of Science degrees. At either level, students may choose from specialized tracks of study which include clinical laboratory science and biotechnology at the undergraduate level and laboratory management and biomedical science research at the graduate level. The undergraduate program is accredited by the National Accrediting Agency for Clinical Laboratory Scientists (NAACLS).

Clinical laboratory scientists, formerly known as medical technologists, perform essential laboratory testing that is critical to the detection, diagnosis, and treatment of disease. They prepare and analyze body tissues, blood and fluids for doctors and researchers and are responsible for confirming the accuracy of test results and reporting laboratory findings to the pathologist and other doctors. Because this profession is laboratory based, clinical laboratory scientists have virtually no direct contact with the patients whose samples they assay. The American Society for Clinical Pathology (ASCP) and the American Society for Clinical Laboratory Science (ASCLS) are the two most prominent professional societies for clinical laboratory scientists. With respect to cultural competency training and health disparities reduction activities, neither the ASCP nor the ASCLS has provided guidance on training laboratory professionals, other than the recognition that the profession, itself, is evidencing increased ethnic and cultural diversity among its practicing clinical laboratory scientists. Likewise, NAACLS has not offered any recommendations with respect to curricular content in these areas.

Graduates of our program who selected the clinical laboratory science or laboratory management tracks find employment primarily in hospital-based clinical laboratories of pathology; however, the career opportunities are quite broad and our alumni are employed by government agencies such as the FDA and the NIH. Graduates of our program who selected the biotechnology or biomedical science research track are highly marketable in private and public research laboratories. While clinical laboratory scientists and biomedical research scientists have no direct contact with patients, they practice in culturally and geographically diverse work settings.

2) Regarding your training for students, which specific courses, clinical experiences, field training and other academic activities include an emphasis on cultural sensitivity, cultural competency, health literacy, and/or health disparities? Describe how the topics have been emphasized in the course (i.e., theory-oriented, skill building, etc.)

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
MEDT 452 Clinical Chemistry	Students to access an on-line learning module on Rural Interdisciplinary Healthcare Teams. This module focuses on disparities in infant mortality rates as well as higher incidences of breast cancer, colon and lung cancer and coronary disease among ethnically, and socio-economically diverse populations in medically underserved areas.	Bachelor	4	Required	16
MEDT 409 Laboratory Management	Course contains teaching modules on cultural diversity from the human resources perspective which prepares our students to function both as members of a culturally diverse healthcare team as well as supervisors and laboratory managers of an increasingly culturally diverse clinical or research-based laboratory.	Bachelor	3	Required	31
MEDT 680 Laboratory Management	Course contains teaching modules on cultural diversity from the human resources perspective which prepares our students to function both as members of a culturally diverse healthcare team as well as supervisors and laboratory managers of an increasingly culturally diverse clinical or research-based laboratory.	Master	3	Required	12

Note:

- Degree Level = Certificate, Bachelor, Master, or Doctorate-level Course
- # of Enrollees = Number of course enrollees during the 2011-2012 academic year

B. Field-Based Learning: Clinical Experiences and Practical Applications (please describe)	Degree Level	Graded or Ungraded ?	# of Credits / Hours	Required or Elective ?	# of Student Completions

C. Other Student-Centered Academic Activities (please describe)	Degree Level	Required or Elective ?	# of Student Participants

3) Are the following changes in student cultural competency measured? (Please mark all that apply)

No change is being measured

4a) If change is being measured, what are the methods used to assess such changes and how often do such assessments occur? (Examples of assessment methods include surveys, essays, written skill exams, clinical practice simulations, etc.)

N/A

4b) Please describe results of student cultural competency assessments, such as pre- and post-intervention changes, or provide other examples of how students have demonstrated progress toward developing cultural competence.

N/A

5) If change is not being measured, what resources would facilitate assessment of students on topics related to health disparities, health literacy, and cultural competency?

Students' knowledge of issues related to health disparities and cultural competency as assessed using conventional course quizzes and examinations. Change in perception, i.e. pre- and post-testing is not part of the assessment process.

6) Please provide details about your program's involvement in other cultural competency and health disparities-reduction activities beyond the student-centered activities described in Question #2.

Health Disparities-Reduction Activities (Please provide title, description of event, and intended outcome.)	Date	Target Audience	# of Participants
1.			
2.			

Supplement B

USM Requested

2012 Demographic Data

University of Maryland, Baltimore

March, 2013

Employees by Employee Type, Race, and Gender

Employee Type	Year	Race	Total	Pct	Gender	
					F	M
1 - Tenured/Tenure-Track	2008	African American	36	6.15%	16	20
		Asian/Pacific Islander	75	12.82%	21	54
		Hispanic	18	3.08%	4	14
		Native American	2	0.34%	1	1
		White	454	77.61%	134	320
			585		176	409
	2009	African American	34	5.76%	14	20
		Asian/Pacific Islander	77	13.05%	19	58
		Hispanic	15	2.54%	4	11
		Native American	2	0.34%	1	1
		White	462	78.31%	136	326
			590		174	416
	2010	African American/Black	30	5.26%	12	18
		American Indian/Alaska Native	2	0.35%	1	1
		Asian	77	13.51%	15	62
		Hispanic/Latino	15	2.63%	5	10
		Other Pacific Islander	1	0.18%	.	1
		White	445	78.07%	133	312
			570		166	404
	2011	African American/Black	29	5.14%	12	17
		American Indian/Alaska Native	2	0.35%	1	1
		Asian	80	14.18%	16	64
		Hispanic/Latino	14	2.48%	5	9
		Not Reported	1	0.18%	1	.
		Other Pacific Islander	1	0.18%	.	1
		White	437	77.48%	135	302
			564		170	394
	2012	African American/Black	31	5.54%	13	18
		American Indian/Alaska Native	2	0.36%	1	1
		Asian	82	14.64%	17	65
		Hispanic/Latino	12	2.14%	4	8
		Not Reported	1	0.18%	1	.
		White	432	77.14%	135	297
			560		171	389

Employees by Employee Type, Race, and Gender

Employee Type	Year	Race	Total	Pct	Gender	
					F	M
2 - Non-Tenure Track	2008	African American	169	9.53%	106	63
		Asian/Pacific Islander	266	15.00%	118	148
		Hispanic	46	2.59%	31	15
		Native American	7	0.39%	4	3
		Not Reported	22	1.24%	12	10
		White	1263	71.24%	654	609
			1773		925	848
	2009	African American	187	9.98%	122	65
		Asian/Pacific Islander	276	14.73%	125	151
		Hispanic	56	2.99%	41	15
		Native American	6	0.32%	3	3
		Not Reported	34	1.81%	13	21
		White	1315	70.17%	698	617
			1874		1002	872
	2010	African American/Black	189	9.72%	124	65
		American Indian/Alaska Native	5	0.26%	3	2
		Asian	308	15.84%	138	170
		Hispanic/Latino	54	2.78%	33	21
		Not Reported	26	1.34%	10	16
		Other Pacific Islander	6	0.31%	2	4
		Two or More Races	5	0.26%	4	1
		White	1352	69.51%	735	617
			1945		1049	896
	2011	African American/Black	200	9.70%	136	64
		American Indian/Alaska Native	4	0.19%	3	1
		Asian	335	16.25%	164	171
		Hispanic/Latino	46	2.23%	28	18
		Not Reported	29	1.41%	11	18
		Other Pacific Islander	5	0.24%	3	2
		Two or More Races	5	0.24%	4	1
		White	1437	69.72%	791	646
			2061		1140	921
	2012	African American/Black	216	9.96%	147	69
		American Indian/Alaska Native	3	0.14%	3	.
		Asian	375	17.30%	174	201
		Hispanic/Latino	46	2.12%	24	22
		Not Reported	36	1.66%	15	21
		Other Pacific Islander	5	0.23%	2	3
		Two or More Races	5	0.23%	3	2
		White	1482	68.36%	824	658
		2168		1192	976	

Employees by Employee Type, Race, and Gender

Employee Type	Year	Race	Total	Pct	Gender	
					F	M
3 - Non-Faculty	2008	African American	1370	34.20%	983	387
		Asian/Pacific Islander	342	8.54%	227	115
		Hispanic	70	1.75%	46	24
		Native American	12	0.30%	8	4
		Not Reported	54	1.35%	29	25
		White	2158	53.87%	1446	712
			4006		2739	1267
	2009	African American	1353	32.90%	955	398
		Asian/Pacific Islander	365	8.87%	245	120
		Hispanic	76	1.85%	49	27
		Native American	12	0.29%	8	4
		Not Reported	52	1.26%	30	22
		White	2255	54.83%	1527	728
			4113		2814	1299
	2010	African American/Black	1392	33.13%	988	404
		American Indian/Alaska Native	8	0.19%	5	3
		Asian	374	8.90%	239	135
		Hispanic/Latino	93	2.21%	60	33
		Not Reported	43	1.02%	24	19
		Other Pacific Islander	6	0.14%	6	.
		Two or More Races	18	0.43%	14	4
		White	2268	53.97%	1506	762
			4202		2842	1360
	2011	African American/Black	1347	32.61%	952	395
		American Indian/Alaska Native	7	0.17%	4	3
		Asian	397	9.61%	244	153
		Hispanic/Latino	83	2.01%	52	31
		Not Reported	33	0.80%	18	15
		Other Pacific Islander	5	0.12%	5	.
		Two or More Races	13	0.31%	11	2
		White	2246	54.37%	1494	752
			4131		2780	1351
	2012	African American/Black	1325	31.95%	934	391
		American Indian/Alaska Native	6	0.14%	4	2
		Asian	399	9.62%	254	145
		Hispanic/Latino	87	2.10%	57	30
		Not Reported	47	1.13%	29	18
		Other Pacific Islander	2	0.05%	2	.
		Two or More Races	12	0.29%	11	1
		White	2269	54.71%	1494	775
			4147		2785	1362

Students by Race and Gender

Year	Race	Total	Pct	Gender	
				F	M
2008	African American	1069	17.37%	838	231
	Asian/Pacific Islander	821	13.34%	555	266
	Hispanic	239	3.88%	165	74
	Native American	19	0.31%	13	6
	Not Reported	461	7.49%	297	164
	White	3547	57.62%	2562	985
		6156		4430	1726
2009	African American	1103	17.28%	868	235
	Asian/Pacific Islander	894	14.01%	597	297
	Hispanic	239	3.74%	163	76
	Native American	18	0.28%	14	4
	Not Reported	481	7.54%	309	172
	White	3647	57.15%	2614	1033
		6382		4565	1817
2010	African American/Black	943	14.85%	751	192
	American Indian/Alaska Native	15	0.24%	11	4
	Asian	880	13.86%	591	289
	Hispanic/Latino	272	4.28%	188	84
	International	208	3.28%	129	79
	Not Reported	154	2.43%	99	55
	Other Pacific Islander	7	0.11%	4	3
	Two or More Races	142	2.24%	102	40
	White	3728	58.72%	2625	1103
		6349		4500	1849
2011	African American/Black	905	14.15%	702	203
	American Indian/Alaska Native	13	0.20%	8	5
	Asian	899	14.06%	614	285
	Hispanic/Latino	305	4.77%	218	87
	International	225	3.52%	140	85
	Not Reported	152	2.38%	106	46
	Other Pacific Islander	3	0.05%	1	2
	Two or More Races	162	2.53%	124	38
	White	3731	58.34%	2594	1137
		6395		4507	1888
2012	African American/Black	873	13.71%	685	188
	American Indian/Alaska Native	9	0.14%	5	4
	Asian	913	14.34%	619	294
	Hispanic/Latino	336	5.28%	230	106
	International	235	3.69%	145	90
	Not Reported	157	2.47%	111	46
	Other Pacific Islander	1	0.02%	.	1
	Two or More Races	190	2.98%	145	45
	White	3654	57.38%	2532	1122
		6368		4472	1896

**UNIVERSITY OF MARYLAND,
BALTIMORE COUNTY**

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



MAY 2013

I. The UMBC Diversity Plan and Progress

Throughout 2012, 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 specific recommendations related to the Diversity Council; increasing support for transfer students to address the achievement gap; increasing the diversity of faculty and staff; and supporting the success of faculty and staff recruited to UMBC under the various diversity initiatives. The Diversity Council has begun work on a Diversity Resource Guide for the UMBC community. Progress on other goals in the plan is reported in the sections below.

II. Efforts to Increase Numerical Representation of Traditionally Underrepresented Groups

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 306 students have been selected as MARC Trainees, 97% 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. 93% 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 49 program alumni have earned a Ph.D. in a field of biomedical science; this includes 13 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 2012, CWIT served 43 current Scholars and the total number of CWIT Scholars since 2002 reached 121. Ninety percent of all CWIT Scholars entering UMBC between 2002 and 2012 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 2012 semester was 3.5. In addition, CWIT currently provides academic, personal, and professional development support to 8 T-SITE Scholars (NSF funded transfer students) and 121 Affiliates (112 women and 9 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. Thirty one Affiliates who were new students were matched with an upper class peer mentor.

In May of 2012, the 2011 Affiliates were invited to complete the CWIT End of Year Survey about their experiences. Fourteen of 64 of last year's Affiliates completed the online survey. Seventy-five percent of respondents rated their overall experience as a CWIT Affiliate as good or excellent. Twenty eight peer mentors and mentees also evaluated their mentoring experiences in separate online surveys. Eighty-three percent of the mentees who responded rated their mentoring experience good or excellent. Mentees reported that the peer mentoring program helped them make friends and meet other women majoring in engineering and computing, increased their belief that they will continue to earn good grades, and provided information about UMBC resources.

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.

3. During the AY 2011-2012 a total of 7 staff and 249 students from the Meyerhoff Scholars Program (with 59% from underrepresented populations) participated in a variety of academic and social events and interventions promoting student success and excellence in STEM disciplines. Furthermore, the program partnered with several K-12 organizations in efforts to build strong relationships that foster diversity in higher education. Working with Building STEPS (Baltimore City), UMBC Upward Bound programs, North Carolina Project Seed Program, SMU Physician Scientist Training Program (Texas), Gateways Program (New York), Morry's Camp (New York) hundreds of middle and high school students visited UMBC and/or had positive interactions with UMBC Meyerhoff Scholars.
4. Established in 1997 on the campus of Eastern Connecticut State University, Men Achieving Leadership, Excellence and Success (M.A.L.E.S.) was created to help support the campus and surrounding community in areas of mentorship, service learning, and professional growth while improving the image, leadership qualities, and communication skills of the male student. This organization was chartered at UMBC in 2010, and has grown from an initial membership of seven to more than thirty students from diverse ethnic, geographic, and academic backgrounds.

Last year, the organization expanded its reach by establishing strategic partnerships with community organizations such as Baltimore City Public Schools, the National Society of Black Engineers, and the Alpha Foundation of Howard County. Through these partnerships, M.A.L.E.S. has provided mentoring/tutoring for nearly 100 male students (predominantly from the inner city), hosted campus tours, and served as guest lecturers on the collegiate experience and application process. Additionally, the organization sponsored nine events geared towards promoting academic success, social consciousness, career development, and leadership development including: *Feed the Brain*, a series of study sessions during the final week of classes where snacks and tutoring were provided to students for various courses; and *Love and Palooza*, an event dedicated to women's appreciation where male students participated in focus groups around domestic violence in relationships. In an

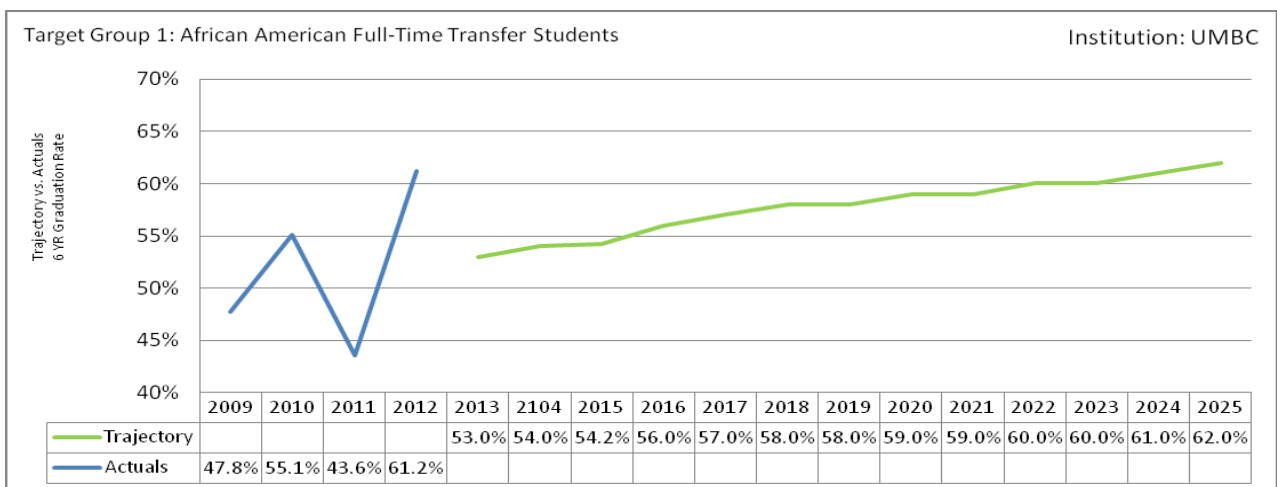
effort to promote professional development on campus, M.A.L.E.S. also held two training sessions on *"*Preparing for your 1st Interview*" and "*How to Revise My Resume*,"* serving more than 60 students. In efforts to foster a deeper sense of unity amongst the campus' male student population, M.A.L.E.S. has also launched a series of roundtable discussions focused on male-related issues with targeted populations such as commuter students, freshmen, and fraternity members.

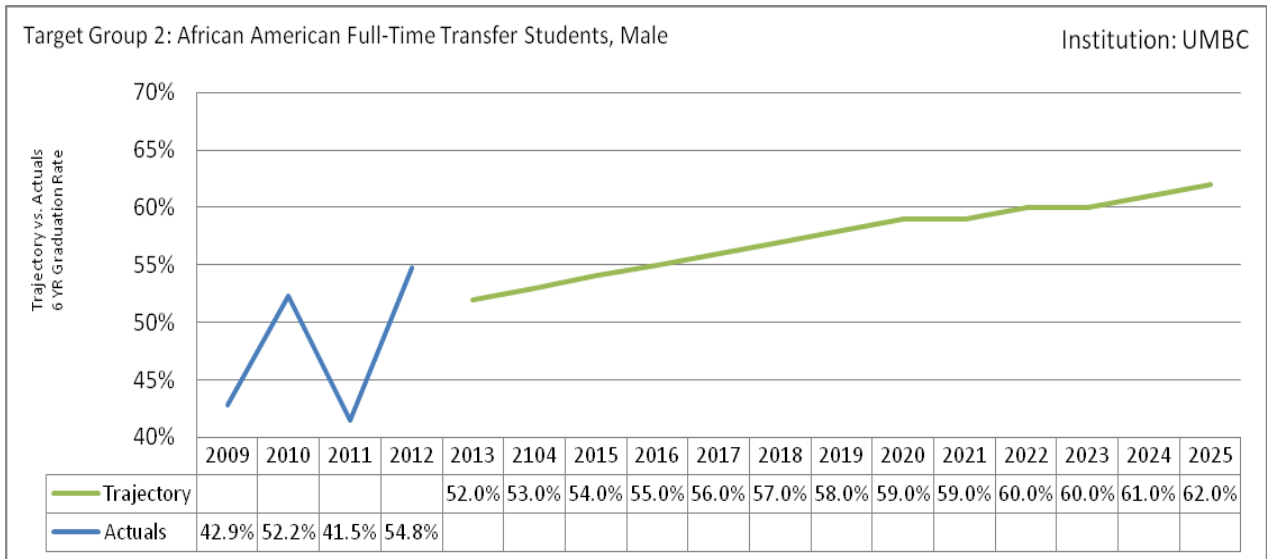
The organization has several events planned for the 2012-13 academic year that pertain to minority empowerment and achievement in various aspects of a student's collegiate journey. So far, M.A.L.E.S. has hosted a meet and greet for new students to the campus, with special invitations targeting minority, transfer students. The goal of the event was to connect new students with peers within their majors as well as with key faculty and staff members to aid them in reaching their goals at UMBC. The event was attended by approximately 50 new male students, as well as a host of continuing students, faculty, and staff in support of such initiative.

5. The Hispanic/Latino Undergraduate (UG) Admissions Advisory Committee was established in 2008 to assist the Admissions Office in developing strategic partnerships, programs, and outreach efforts to attract and encourage academically talented Hispanic and Latino students to consider the many opportunities for study at UMBC. The Committee is comprised of UMBC faculty, staff, students and alumni. The committee's work has led to such efforts as the annual Reception for Academically Talented Hispanic Latino High School Students, The Campus Overnight, and English to Spanish translation of key admissions materials. In addition, the efforts of the committee have led to important partnerships between the UG Admissions Office and the Hispanic/Latino Student Union. For freshmen there has been an increase in Hispanic/Latino applicants from 401 in 2010 to 765 in 2013.

B. *Closing the achievement gap*

UMBC defines its achievement gap as the differences in the six-year graduation rates for African-American full-time fall transfer students compared to White full-time fall transfer students; and between African-American male full-time fall transfer students and White male full-time fall transfer students.





In fall 2010 the achievement gap for African American transfer students declined to its third lowest level in 10 years. In this context the dip in graduation rates seen for African American transfer students and male African American transfer students in the subsequent cohort beginning in fall 2005 is disappointing. Many of the interventions we have developed to address transfer student success had not been implemented at the scale needed to reach a significant number of transfer students in the 2005 cohort. These interventions are now in place and continue to be developed. Evidence for the impact of these interventions appears in our analysis of the cohort of students who started in fall 2006 which demonstrate significantly higher retention and graduation rates than the 2005 cohort. For example, the six-year graduation rate for full-time African American transfer students from the class entering in fall 2006 is 61.2 percent, higher than any six-year graduation rate we have ever had for African American transfer students.

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

1. Highly summarized assessment of each initiative:

- Implemented an academic seminar for transfer students (TRS 201)
 - A tracking system is being developed to assess long-term results of participation in TRS courses.
 - Students have identified several elements of particular interest to transfer students, including: greater focus on achieving success in the identified major, connections to faculty in the discipline, academic advising, and career counseling. Changes have been made in the course plan to strengthen these elements.
 - An initial student self-assessment of 58 (22 STEM) fall 2012 TRS students shows statistically significant positive change on all self-report measures, including directing a study group, preparing an annotated bibliography, locating key offices, identifying opportunities for tutoring and academic assistance, and writing a resume.
 - Students who have engaged in a TRS course in Fall 2011 and Spring 2012 have a 1 semester retention rate of 96.7% and 90.9% respectively versus a 1 semester retention rate of 88.6% and 81.6% for all transfer students.
- Added Supplemental Instruction (SI) for courses which have been difficult for transfer students
 - Of the 355 transfer students from Fall 2011 through Fall 2012, 241 (67 percent) earned an A, B, or C in the course
 - Of male transfer students (114/169) 67% earned an A, B, or C in the course

- Extended First-Year Intervention (FYI) to include first-year transfer students
 - The action steps offered in the alert to help students improve in the affected course(s) were updated to include messages directed to transfer students
 - Now that it is fully implemented (Spring 2013) in the Student Administration system, FYI tracks all first-year transfer students, not just those with 30 credits or fewer.
 - In Spring 2013, a total of 2,132 Alerts were sent
 - In Spring 2013, 1,363 (38.9 percent) (N=1363/3495 FYI-eligible) students were reported in academic difficulty. This compares to 50.8 percent in fall 2012 and 49.3 percent in spring 2012
 - 716 (41.5 percent)(N=716/1726) of 1,726 first-year transfer students received one or more alerts (1,092 alerts total in Spring 2013)
- Strengthened Transfer Student Alliance

Transfer Student Alliance Results 2008 - 2011

Admit Year	Program-to-date enrollment	Admitted to UMBC	Enrolled at UMBC	TSA Merit Aid
2008-2009	5			
2009-2010	33	17	13	\$1,500 each to 7 students
2010-2011	108	31 (17 of these Spring 2011)	13 (all in Spring 2011)	\$1,500 each to 16 students
2011-2012	134	42	30	\$1,500 each to 9 students
2012-2013	685	188	105	\$1,500 each to 20 students

- Improved orientation and advising
 - We are actively monitoring the effectiveness of the Extra Credit campaign
 - Of the 108 advisors in summer 2012, 45 were graduate students and 63 were faculty and staff. Sixty-five percent of summer 2012 advisors had one or more seasons of advising experience. More than 2,500 incoming students received summer orientation, very close to one hundred percent of the new fall students
 - As of fall 2012, all UMBC departments have rolled out degree audits for their academic majors, minors, and certificates. Based on the popularity of the “what if” feature among students, advisors and faculty have received access to this feature starting in spring 2012.
 - Advising notes have been fully available only since summer 2010. Efforts continue to educate department chairs, faculty members, and professional advisors as to the uses and value of advising notes. So far we have observed that advising notes allow for more consistent advising and can help to avoid conflicting advice to students. Starting in summer 2010, advising notes have been created for all students who participate in orientation.
 - More than 1,000 incoming students declared a major during the summer 2012 orientation period.
- Expanded LRC 101A
 - Fall 2012, of the 125 students in LRC 101A, 61 or 48.8 percent were transfer students
 - Of the 61 transfer students, 45 or 74 percent received a C or better in the class
 - Of the 61 transfer students, 44 or 72 percent are currently enrolled
 - All LRC 101A sections use active learning techniques and small-group work; course evaluations reflect active student engagement in course content.

- Blue sheet evaluations for LRC101A were collected for spring and fall 2011 and used for program improvement. Possible trend information is being evaluated.
- The BreakingGround grant is the first internal or external funding competitively sought for support of LRC 101A.
- Received Gates Foundation planning grant
 - Our greatest success was the collaborative partnerships that guided the work of all of the outcomes
 - Planning grant successfully led to the awarding of a 3-year Implementation grant
- Received Gates Foundation implementation grant
Implementation grant is in its first year; no assessment data available

Recruitment and Support of a Diverse Graduate Student Body

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 76 students at present and has recently expanded to include the Graduate Programs in Life Sciences (GPILS) at the University of Maryland, Baltimore. An additional 53 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). New initiatives in 2011-2012 connected participants to graduate students from additional USM institutions. PROMISE's goal is to facilitate Ph.D. completion and prepare students for careers as professors in the STEM disciplines. UMBC and PROMISE sponsor 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>, myUMBC <http://my.umbc.edu/groups/promise>) and social media venues including Facebook (<http://www.facebook.com/PROMISEagep>), Twitter (http://www.twitter.com/PROMISE_AGEp). Between May 2011 and October 2012, the hit rate for the PROMISE websites surpassed 150,000 hits, signifying that people are seeking information from our online resources. 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. Programs of PROMISE include The Dissertation House (graduates = 66 URM PhDs, alliance-wide), PROF-it (Professors-in-Training), Horizons, Success Seminars, and the Summer Success Institute. A subset of these initiatives is described below:
 - Initiatives designed to build community among graduate students of color include the *PROMISE Family and Friends Cookout and Recognition of Graduates* and *Faculty/Staff/Student Connections Opening Meetings*. The Spring and Fall 2012 Opening Meeting average 80-100 participants, including postdocs, faculty, and staff. Discussions included the PROMISE book chapter on Successful Black Women (Rutledge, Carter-Veale,

Tull, 2011), and overcoming the “Imposter Syndrome.” Other recruitment and career-building seminars are co-sponsored with the Meyerhoff Graduate Fellows program.

- 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 can prepare for and embrace the upcoming academic year of graduate study. The 2012 SSI included underrepresented minority (URM) graduate students, postdocs, alumni, and faculty. Our total count for 2012 was 180, which included participants from several schools in the PROMISE AGEF.

UMBC’s overall graduate student population has grown rapidly over the past decade and has increased from approximately 1,400 students in 1999, to 2,684 students in 2012. Underrepresented STEM (including the social and behavioral sciences) enrollment has grown from 323 in Fall 2001 to 434 in Fall 2012. The 2012 data also show that there are 67 URMs enrolled in all Master’s in Professional Studies (MPS) programs, and 40 URMs enrolled in the Information Systems Online MS program.

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 largest shifts in 2012 may be attributed to broadened participation in two MPS programs (Cybersecurity and Biotechnology), and in the online master’s program in Information Systems. We will be monitoring these trends. The impact on enrollment is clear and dramatic, with enrollment more than tripling over the decade. Figure 2 shows URM STEM doctoral degrees in the decade before and after introduction of our programs to broaden participation. In 2011 and 2012, UMBC produced 17 URM Ph.D.s in STEM fields, and 25 URM Ph.D.s in all fields.

Figure 1

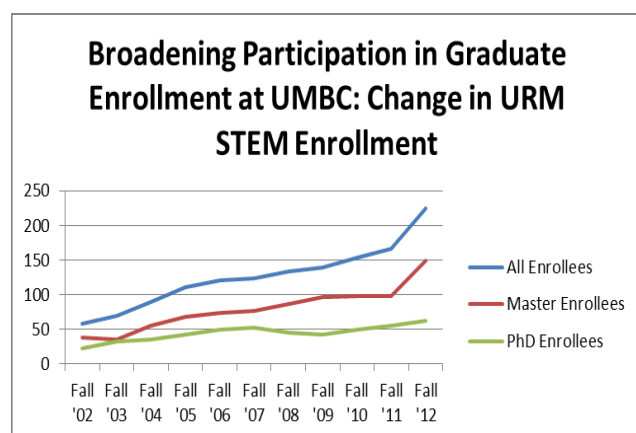
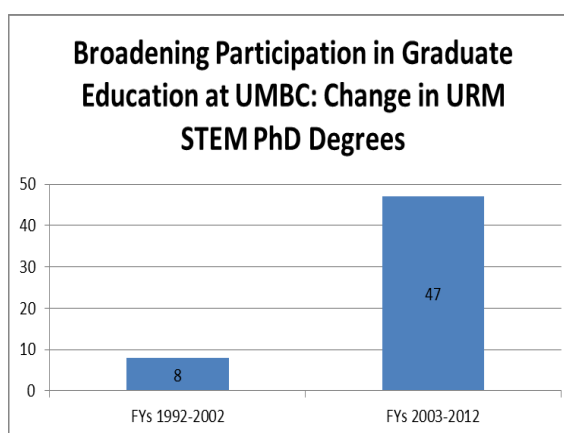


Figure 2



Recruitment and Support of a Diverse Faculty Body

A. URM Faculty hires and attrition in AY 2012-13

UMBC hired 29 new full-time faculty for appointments in AY 2012-13. Overall, 17% (N=5 of 29) of all new instructional faculty and 22% (N=4 of 18) of the new TT/T faculty were members of underrepresented minority groups. However, during the same period, UMBC lost one tenured underrepresented minority male faculty member. 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 22% (N=42 of 189). However,

during this same time period, UMBC lost one tenured female STEM faculty due to an outside offer from another university. 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 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 continues to move 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. *Search Committee Chair Implicit Bias Training*- originally piloted in CNMS in Fall 2012, with the support of the Program Coordinator for Faculty Diversity, this college-based educational workshop for search committee chairs shares best practices for recruiting a diverse pool of applicants, developing and implementing fair and consistent metrics for the evaluation of candidates, and documenting departmental recruitment and hiring procedures in a diversity hiring plan.
2. *UMBC Postdoctoral Fellows Program for Faculty Diversity*- a 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. Each fellow is provided with individual teaching and research mentors and specialized professional development opportunities across the campus. The two inaugural Postdoctoral Fellows, appointed on July 1, 2011, are completing the final year of the fellowship. UMBC has hired one of these Postdoctoral Fellows for a tenure-track position that will commence in AY2013-2014. In April of 2013, UMBC selected three new postdoctoral fellows for appointments beginning July 1, 2013.
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. We placed ads with our "We're Changing Minds, Come Join Us," in targeted publications highlighting the accomplishments of a number of our exceptional faculty of color. In addition, in conjunction with the Office of Institutional Advancement, Faculty Diversity Initiatives we unveiled a Faculty Diversity brochure and website, www.umbc.edu/facultydiversity that has received a positive response from the UMBC community. These thematic materials along with promotional items are used in outreach activities at such national and regional venues and conferences for minority scholars as the Southern Regional Education Board's (SREB) annual *Compact for Faculty Diversity's Institute on Teaching and Mentoring*, the annual Women in Engineering Proactive Network (WEPAN) conference, the annual Association for Women in Science and Engineering (AWIS) ADVANCE conference, and the annual Black Engineer of the Year Award conference.

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 and guides the development and implementation of initiatives to address issues and concerns specifically associated with the hiring, retention and advancement of minority faculty at UMBC.
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.
3. *Eminent Scholar Mentor Program*- a program that facilitates mentoring relationships between all new faculty and prominent external researchers in their fields.

4. Faculty ADVANCEment Workshops-the Program Coordinator for Faculty Diversity, in tandem with the Director of the Faculty Development Center, hosted a Fall 2012 and Spring 2013 workshop for Assistant Professors on the tenure process.
5. Campus community building activities- continue to expand with the addition of our newly established LGBT Faculty Association to our already extant Latino/Hispanic Faculty Association, Women in Science and Engineering (WISE), and College of Arts, Humanities, & Social Sciences' Black Faculty Committee, community-based faculty groups.

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 402 tenure/tenure track faculty, there are currently 28 (7%) Black/African American faculty and 16 (4%) Latino/Hispanic Faculty. In STEM fields, UMBC currently has 42 (22%) 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 continues to investigate best practices for diversity hiring initiatives at universities across the country in an effort to augment our current practices. UMBC continues to place high priority on recruitment of URM faculty – particularly African American and Latino/Hispanic – across all disciplines and women in STEM. In order to sustain the momentum of ongoing initiatives in this area, the administration continues to rigorously review departmental diversity recruitment activities. In addition, we are also conducting an analysis of our applicant pool for the two cohorts for the Postdoctoral Fellowship for Faculty Diversity to use for future targeted faculty recruitment.
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 28 Black/African American faculty, ten (36%) are at the Assistant rank, thirteen (46%) are at the Associate Professor rank, and the remaining five (18%) faculty are Full Professors. In terms of the 16 Latino/Hispanic faculty, nine (56%) are at the Assistant Professor rank, six (37%) at the Associate Professor and only one (6%) is a Full Professor. The numbers for women faculty in general are 156 (39%) faculty, out of which 54 (35%) are at the Assistant Professor rank, 69 (44%) are at the Associate Professor rank and 33 (21%) 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 held a retreat in January 2012 for Associate Professors and one in October 2012 for Assistant Professors. The College of Arts, Humanities and Social Sciences has ongoing efforts to support associate professors in moving toward promotion. In addition, in May of 2013, the women from the original three cohorts of the ADVANCE Leadership Cohort Program reunited to discuss the creation of a future leadership program for UMBC's next generation of leaders.
3. *Base-funding* will be required in order to fully institutionalize the *UMBC Postdoctoral Fellows Program for Faculty Diversity* beyond the 2nd cohort. In addition, in order for UMBC to make desired progress in enhancing the diversity of the faculty, new faculty lines will be needed to hire post-doctoral fellows and additional targets of opportunity who prove to be viable candidates for tenure-track faculty positions. Finally, additional funding will be required in order to support additional leadership and advancement programs.

Recruitment and Support of a Diverse Staff Body

- All position announcements contain a statement indicating that UMBC is an Equal Opportunity/Affirmative Action Employer. The identical statement is on all job announcements found on the UMBC website. Advertisements of position vacancies in newspapers, internet websites, and professional journals state that UMBC is an Equal Opportunity/Affirmative Action Employer. Applications for employment contain a statement that UMBC is an Equal Opportunity/Affirmative Action Employer

- Position vacancies are advertised in newspapers, websites and journals that are widely read by minorities and females such as the Baltimore Sun, Washington Post, Career Builder.com, Monster Jobs, HigherEdjobs.com, Inside Higher Ed, HERC, the Baltimore Afro American newspaper and other publications.
- Campus search committees are educated to evaluate, interview, and recommend candidates for selection based on merit and non-discriminatory factors. The benefits of diversity on the UMBC campus are articulated.
- Attend relevant job fairs that reach a broad and diverse audience in an effort to increase the diversity of UMBC's workforce.
- An atmosphere of inclusion is promoted by ensuring that campus interview panels consist of a diverse group of individuals and by requiring hiring departments to complete the UMBC Preliminary Recruitment Report which indicates: the names, race, and sex of those individuals serving on the screening committee and also indicate which publications the hiring department will be using for advertising in an effort to reach a diverse audience.
- For all exempt staff positions, the hiring authority is given a copy of the Statement of Policy of Affirmative Action signed by the President of the University at the outset of the recruitment process. The statement emphasizes UMBC's commitment to Equal Employment Opportunity and Affirmative Action.
- UMBC has a sign-off procedure that reviews selections based on: verifying that the selected candidate meets the minimum requirements as advertised; that there are no disparities in salaries (e.g. offering a female research assistant a lower salary when compared with a similarly situated male candidate); that there were a pool of candidates interviewed; and that the justification letter supports the department's selection.
- Equal Employment Opportunity posters identifying and explaining applicable federal and state laws and regulations are posted on the UMBC Human Resources bulletin board, UMBC's Human Resources website, and at a number of locations throughout the campus.
- Provide various training programs that will review some of the equal employment concepts (state and federal civil rights mandates). The programs are: Recruitment and Selection training; Interviewing 101, Performance Management training for supervisors, and a comprehensive training program for supervisors titled "What Every Supervisor Should Know".

In addition to the benefits package including Tuition Remission, staff are offered various professional development opportunities, wellness services, recognition programs and access to services and programs.

III. Efforts to Create Positive Interactions and Cultural Awareness on Campus

New undergraduate degree programs in Asian Studies and in Global Studies have expanded UMBC's curricular offerings in ways that reflect and support cultural diversity in the classroom.

1. During the 2011 academic year, the Mosaic Culture and Diversity Center reached 300 undergraduate and 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.
2. University Health Services (UHS) again targeted health education outreach to specific populations. Breast cancer awareness (87 attendees), sexual assault awareness (657 attendees), domestic violence awareness (853 attendees), and women's seminars in health education (13 attendees) were programs targeted to women. Sex in the dark (43 attendees) and World AIDS Day (89 attendees) included specific information for targeted populations including LGBTQ and international students.

3. The Women's Center provides an intentional space for non-traditional women students through the Returning Women's Support group and scholarship program (which provides \$49,000 in financial aid). Efforts are made weekly to reach out to non-traditional women related to campus resources and academic success that will support their retention and graduation numbers. The Center provides intentional space for women who are mothers through a lactation room and mother's group. During the 2011-2012 academic year the lactation room was used 443 times. The Center also collaborated with the President's Commission for Women to provide additional information on child care resources to support students in their academic pursuits and faculty and staff in their work performance.

This year, along with the partnership from the Mosaic Center, the Center created the Between Women's group - a group for women who love women, think they might, or support those who do. It was created out of the need we were hearing from women on campus feeling that other LGBT groups on campus were not hearing their voice or giving them the safest space to express themselves as women in the LGBT community. The group was very successful and we had a cohort of about 10-12 women who come regularly to weekly meetings. Our myUMBC group membership is over 40 women.

The Women's Center created a Men's Engagement program (called M2M) in Fall of 2012 which explores issues of masculinity. An objective of this program is to help increase pro-social behaviors and attitudes related to supporting women and the LGBT community. Additionally, the group seeks to address unhealthy and/or destructive behaviors related to rigid gender roles that impact male student's retention and graduation rates, use of alcohol and drugs, and conduct incidents. The current cohort is 7 men. The Center also seeks opportunities to program and create events related to diversity education and awareness through a film series, Domestic Violence Awareness Month and Sexual Assault Awareness Month programming, and other one-time events like Transgender Day of Remembrance and National Coming Out Day. The Women's Center prides itself in being a safe place for minority identities. Staff have been trained on important issues related to serving underrepresented groups to ensure it is indeed a safe space. Additionally, QUMBC hosts their weekly general meetings in the Center.

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

DEMOGRAPHIC DATA



MARCH 4, 2013

This report presents the student, faculty and staff demographic data for UMBC from Fall 2008 onwards.

Table 1 shows the demographic data for students by undergraduate/ graduate status for Fall 2008 through Fall 2012. At both the undergraduate and graduate levels, no significant changes in the distribution of race/ethnicity have occurred between Fall 2011 and Fall 2012, with any fluctuations falling within two percentage points. UMBC did experience a dramatic increase in the number of undergraduate students that did not self identify their race/ethnicity, however, with more than double the number failing to do so (422 in Fall 2012 compared to 197 in Fall 2011). Data indicate that this is primarily a function of an increase in applications and new students choosing not to identify their race/ethnicity. However, this group still accounts for only 3.9% of the undergraduate student population.

Tables 2 and 3 present the demographic data for faculty and staff. As with students, the distribution of race/ethnicity among both faculty and staff exhibited no significant changes between Fall 2011 and Fall 2012. While the distribution by race/ethnicity did not change, there was a 15% increase in the number of Hispanic/Latino faculty, as well as an 8.8% increase in the number of African American faculty. Among staff, groups with a greater than 10% change in number were among those comprising relatively small proportions of the overall population (i.e., Asian, Native Hawaiian or Other Pacific Islander, Two or More Races, and International). These five groups together constitute less than 5% of the staff population.

UMBC DATA FOR CULTURAL DIVERSITY REPORT - 2013 Report													February4, 2013							
TABLE 1: STUDENTS																				
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
UNDER-GRADUATE	#	%	Male	Female	#	%	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	1,790	16.3%	817	973
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	22	0.2%	13	9
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	2,194	20.0%	1,211	983
Hispanic/Latino	383	4.0%	201	182	388	3.9%	214	174	457	4.5%	230	227	502	4.7%	241	261	573	5.2%	275	298
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	5,102	46.6%	2,999	2,103
Native Hawaiian or other Pacific Islander*	-	0.0%			77	0.8%	24	53	47	0.5%	13	34	38	0.4%	12	26	23	0.2%	7	16
Two or more races	-	0.0%			-	0.0%			164	1.6%	78	86	290	2.7%	134	156	362	3.3%	185	177
Did Not Self Identify	157	1.6%	83	74	203	2.0%	105	98	167	1.6%	87	80	197	1.9%	102	95	422	3.9%	241	181
International	351	3.7%	191	160	397	4.0%	230	167	407	4.0%	230	177	457	4.3%	256	201	465	4.2%	256	209
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	10,953	100.0 %	6,004	4,949
GRADUATE	#	%	Male	Female	#	%	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	342	12.7%	144	198
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	5	0.2%	3	2
Asian	170	6.4%	76	94	200	6.8%	106	94	156	5.8%	75	81	181	6.9%	104	77	160	6.0%	88	72
Hispanic/Latino	69	2.6%	27	42	75	2.6%	32	43	83	3.1%	37	46	77	2.9%	39	38	80	3.0%	35	45
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	1,446	53.9%	706	740
Native Hawaiian or other Pacific Islander*	-	0.0%			9	0.3%	1	8	8	0.3%	1	7	8	0.3%	3	5	7	0.3%	2	5
Two or more races	-	0.0%			-	0.0%			18	0.7%	8	10	38	1.4%	22	16	38	1.4%	26	12
Did Not Self Identify	278	10.5%	126	152	232	7.9%	107	125	398	14.9%	213	185	171	6.5%	101	70	145	5.4%	86	59
International	428	16.1%	232	196	507	17.3%	275	232	463	17.3%	241	222	437	16.6%	242	195	461	17.2%	261	200
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	2,684	100.0 %	1,351	1,333

ALL STUDENTS	#	%	Male	Female	#	%	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	2,132	15.6%	961	1,171
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	27	0.2%	16	11
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	2,354	17.3%	1,299	1,055
Hispanic/Latino	452	3.7%	228	224	463	3.6%	246	217	540	4.2%	267	273	579	4.4%	280	299	653	4.8%	310	343
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	6,548	48.0%	3,705	2,843
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	86	0.7%	25	61	55	0.4%	14	41	46	0.3%	15	31	30	0.2%	9	21
Two or more races	-	0.0%	-	-	-	0.0%	-	-	182	1.4%	86	96	328	2.5%	156	172	400	2.9%	211	189
Did Not Self Identify	435	3.5%	209	226	435	3.4%	212	223	565	4.4%	300	265	368	2.8%	203	165	567	4.2%	327	240
International	779	6.3%	423	356	904	7.0%	505	399	870	6.8%	471	399	894	6.8%	498	396	926	6.8%	517	409
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	13,637	100.0%	7,355	6,282

TABLE 2: FACULTY

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
ALL FACULTY	#	%	Male	Female	#	%	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	62	6.4%	28	34
American Indian or Alaska Native	2	0.2%	-	2	3	0.3%	1	2	2	0.2%	1	1	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	107	11.0%	64	43
Hispanic/Latino	11	1.1%	6	5	12	1.2%	5	7	18	1.7%	7	11	20	2.1%	6	14	23	2.4%	7	16
White	714	70.1%	430	284	710	69.8%	430	280	712	69.0%	434	278	671	71.4%	395	276	697	71.8%	403	294
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	3	0.3%	2	1	3	0.3%	2	1
Two or more races	-	0.0%	-	-	-	0.0%	-	-	2	0.2%	1	1	4	0.4%	3	1	4	0.4%	3	1
Did Not Self Identify	1	0.1%	-	1	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	1	0.1%	-	1
International	123	12.1%	83	40	106	10.4%	73	33	115	11.1%	69	46	78	8.3%	47	31	72	7.4%	46	26
TOTAL	1,018	100.0%	615	403	1,017	100.0%	620	397	1,032	100.0%	620	412	940	100.0%	545	395	971	100.0%	554	417

TENURED/ TENURE TRACK FACULTY	#	%	Male	Female	#	%	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	22	5.8%	14	8
American Indian or Alaska Native	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	1	0.3%	1	-	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	53	14.0%	33	20
Hispanic/Latino	6	1.6%	3	3	7	1.8%	3	4	8	2.1%	3	5	11	2.9%	3	8	13	3.4%	4	9
White	277	73.3%	175	102	282	74.0%	177	105	282	74.2%	177	105	272	72.7%	166	106	272	71.8%	169	103
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	2	0.5%	1	1	2	0.5%	1	1
Two or more races	-	0.0%	-	-	-	0.0%	-	-	1	0.3%	-	1	1	0.3%	-	1	1	0.3%	-	1
Did Not Self Identify	-	0.0%	-	-	-	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	15	4.0%	9	6
TOTAL	378	100.0%	233	145	381	100.0%	235	146	380	100.0%	234	146	374	100.0%	226	148	379	100.0%	231	148
NON- TENURE TRACK FACULTY	#	%	Male	Female	#	%	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	40	6.8%	14	26
American Indian or Alaska Native	2	0.3%	-	2	3	0.5%	1	2	2	0.3%	1	1	1	0.2%	-	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	54	9.1%	31	23
Hispanic/Latino	5	0.8%	3	2	5	0.8%	2	3	10	1.5%	4	6	9	1.6%	3	6	10	1.7%	3	7
White	437	68.3%	255	182	428	67.3%	253	175	430	66.0%	257	173	399	70.5%	229	170	425	71.9%	234	191
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	1	0.2%	1	-	1	0.2%	1	-

Two or more races	-	0.0%	-	-	-	0.0%	-	-	1	0.2%	1	-	3	0.5%	3	-	3	0.5%	3	-
Did Not Self Identify	1	0.2%	-	1	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	1	0.2%	-	1
International	90	14.1%	65	25	83	13.1%	59	24	97	14.9%	59	38	64	11.3%	38	26	56	9.5%	37	19
TOTAL	640	100.0%	382	258	636	100.0%	385	251	652	100.0%	386	266	566	100.0%	319	247	591	100.0%	323	268

TABLE 3: STAFF																				
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
STAFF (excluding grad asst)	#	%	Male	Female	#	%	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	273	22.6%	79	194
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	3	0.2%	1	2
Asian	40	3.3%	15	25	39	3.3%	17	22	45	3.7%	16	29	45	3.8%	15	30	39	3.2%	13	26
Hispanic/Latino	19	1.6%	9	10	18	1.5%	10	8	22	1.8%	11	11	23	1.9%	9	14	24	2.0%	10	14
White	877	71.9%	358	519	848	71.4%	350	498	846	70.3%	358	488	840	70.3%	346	494	853	70.7%	354	499
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	1	0.1%	1	-	4	0.3%	1	3
Two or more races	-	0.0%	-	-	-	0.0%	-	-	4	0.3%	1	3	8	0.7%	2	6	7	0.6%	3	4
Did Not Self Identify	-	0.0%	-	-	-	0.0%	-	-	1	0.1%	-	1	-	0.0%	-	-	-	0.0%	-	-
International	3	0.2%	1	2	2	0.2%	1	1	3	0.2%	1	2	3	0.3%	3	-	4	0.3%	3	1
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	1,207	100.0%	464	743

* New Race/Ethnicity categories used in Fall 2010. In Fall 2008, Native Hawaiian or other Pacific Islander included in Asian category.

Two or More Races category available beginning in Fall 2010 reports.

SOURCES: DW.Employees and ReportFactStudentTerm.

Prepared by UMBC OIR, November 2012.

**UNIVERSITY OF MARYLAND,
COLLEGE PARK**



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

March, 2013

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

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

I. Institutional Plan to Improve Cultural Diversity

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."

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

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

In Spring 2012, the Office of Diversity & Inclusion launched a diversity and inclusion pilot grant program, called Moving Maryland Forward, which provides up to \$15,000 for academic or administrative units or registered student groups to implement a project that aligns with one or more of the goals of the Strategic Plan for Diversity. Out of 42 applicants, 11 projects were funded for 2012-13. The funded programs include an Admissions outreach program to underrepresented students and their counselors in Baltimore County; programs that support the success of underrepresented minority students; a learning community to enhance the capacity of instructors to infuse multicultural material and relevant pedagogy into their courses; an inclusive language campaign in the residence halls; and a public arts project with the neighboring College Park community. The grant program aims to engage the broad campus community around issues of equity, diversity, and inclusion; to acknowledge the different needs, challenges, and opportunities in different parts of the university; and to garner buy-in and ownership with regards to the University's diversity agenda.

Another major project of the Office of Diversity & Inclusion is the work of the Chief Diversity Officer and the Equity Administrators (who represent all Colleges, Schools, and Divisions and who provide guidance and checks and balances with respect to equity and diversity in the search and selection process) to revise the search and selection procedures for faculty and exempt staff. The goal is to develop procedures that reflect current best practices in recruiting and hiring a diverse, qualified workforce (see tables 1 and 2 for current faculty and staff numbers). We expect to complete this process, with recommendations for changes to the President, in the latter part of 2013.

We are demonstrating success in a number of areas: The University is one of the nation's most diverse campuses (see Tables 3 and 4). Thirty-eight percent of our undergraduates are persons of color, and almost 3900 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.

Another example of our success is that the University is one of the top producers of minority STEM degrees at both the undergraduate and graduate levels. In 2012, *Diverse Issues in Higher Education* ranked the University among the top 20 universities awarding undergraduate degrees in the following disciplines: Biology and biomedical science; computer and information science; and engineering. Similarly, *Diverse Issues* ranked the University among the top 20 producers of doctoral degrees in computer and information sciences, engineering, and mathematics and statistics.

Additionally, we are making significant headway in closing the achievement gap between underrepresented undergraduate minority students and the undergraduate student body as a whole. For example, for the class that matriculated in Fall 2006, the gap in the 6-year graduation rate between African American males and all male students was at an all-time low of 11.4%. For Hispanic students, the gap for the same class is %.

We are continuing to address the achievement gap for underrepresented minority male students, and we are also turning our attention to the relatively low promotion and tenuring rates of Black/African American and Hispanic faculty. A task force will be launched in 2013 to develop strategies to address this problem.

We are also working on improving the experiences of non-exempt staff, in the wake of the *Report of the Black Faculty and Staff Association* (April 2011) and the *Report of the Human Resources Working Group* (September 2011) on the problems experienced by our culturally and linguistically diverse non-exempt staff, particularly in Facilities Management and Residential Facilities. We are concerned about difficulties that some non-exempt staff experience in resolving conflicts with supervisors, accessing university resources and information, and participating in shared governance. A number of recommendations from these reports were implemented in 2011-12, and in Summer 2012, an Inter-divisional Working Group was convened by the President to follow-up and make additional recommendations with respect to the full inclusion of non-exempt staff throughout the university. These additional recommendations will be implemented in 2012-13.

To evaluate our progress with respect to cultural diversity, we rely on numerical data on representation, retention, graduation, and tenuring. Additionally, we are planning to develop a climate assessment, likely to be administered in 2013-14, that will provide information on the experiences of diverse students, staff, and faculty. These data will move us beyond simply

counting and help us to better understand and address factors that can enhance the success of diverse groups.

II. Efforts to Increase the Numerical Representation and Retention of Traditionally Underrepresented Students, Administrative Staff, and Faculty

The University of Maryland is committed to fostering an inclusive community and aggressively recruiting diverse and underrepresented individuals to our student population, administrative staff, and faculty. Following we detail our major initiatives in each of these three areas.

Traditionally Underrepresented Students

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

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

The **Maryland Pathways Program** guarantees that every student who is a Maryland resident from a family whose income is below the poverty line can graduate debt-free. Students' Fall and Spring semester tuition, fees, room, and board charges are supported through federal, state, and institutional grants. These students, many of whom are the first in their families to attend college, are required to work up to 10 hours per week, maintain a full course load and remain in good academic standing. In 2011-12, over 354 students qualified. Fifty-eight percent of the students were first generation, and 54% were underrepresented minorities. The median family income was \$18,632, with 99% of the students coming from families with annual incomes of less than \$40,000.

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 and the Summer Transitional Program and three federally funded TRIO programs--Student Support Services, Educational Opportunity Center and the Ronald E. McNair Post-Baccalaureate Achievement Program. These programs provide academic and counseling support to aid in the retention and graduation of at-risk students. AAP students receive intensive supplemental instruction, tutoring, and academic advising services during their first two years, prior to major selection. AAP provides skills-focused as well as career and graduate school exploration workshops during the upper-class years through graduation. The McNair program provides preparation for and assistance with admission to graduate school through a series of graduate school-related workshops, faculty-guided research training, and conference research presentation opportunities. In 2011-12, 101 students were part of AAP.

The **Office of Multi-Ethnic Student Education (OMSE)** serves undergraduate students with academic support programs in order to increase rates of matriculation, retention, graduation, and

overall GPA. The majority of the students are American Indian, Asian American, African American, Hispanic, and multi-racial. Some signature programs are:

- College Success Scholars (CSS) provided structured, comprehensive support for 111 Black and Hispanic/ Latino males during 2011-12. CSS includes a six-week summer bridge program prior to first-year matriculation, as well as a year-round program.
- The Soaring Achievers Program was developed to support Black and Hispanic/Latino males who were not enrolled in other University programs during their first year of admission to the University of Maryland. There were 15 Black and Hispanic/Latino males enrolled during 2011-12
- La Familia is a peer mentoring program that served 16 Hispanic/Latino undergraduates in FY12. The program created a strong net of support and collegiality among first-year Hispanic/Latino students as they advanced in their college experience.
- Sister2Sister supported the personal, professional, and academic goals of 28 undergraduate multi-ethnic females in FY12. 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 49 students, bringing our total roster to 236 members in 2011-12.
OMSE Check Up provided academic assistance, personal advice and tutorial referrals for 1,451 students. The Tutorial Program, a free peer tutorial program, had record-breaking numbers during 2011-12. OMSE served over 1000 pre-college students through our K-12 pipeline programs, including the Native American Indian Symposium, Prince Georges County ESOL Middle School outreach, and hosting over 300 students at the request of the Office of University Admissions.

The **Center for Minorities in Science and Engineering (CMSE)** offers programs and activities that provide academic, professional and personal support and guidance to underrepresented students. In 2011-12, CMSE received the National Society of Black Engineers/Exxon Mobil Impact Award in recognition of its success in retaining underrepresented students in engineering programs.

Programs provided by CMSE include:

- The Winter Student Leadership Retreat (WSLR) partners with public and private sector employees to engage underrepresented STEM majors in two days of professional workshops and leadership development activities. Forty-nine students from the University of Maryland participated in 2011-12.
- The University System of Maryland Louis Stokes Alliance for Minority Participation (USM LSAMP) is funded by the National Science Foundation and the University. It assists students in developing skills and strategies to guarantee their success in the STEM fields. One hundred twelve undergraduate students participated in LSAMP programs in 2011-2012 (90 Black/African American, 21 Hispanic, 1 White; 37 females), and 26 students earned STEM degrees. LSAMP Programs include:
 - Summer Bridge Program: A five-week program that gives students a head start on their first year. Students take a math course, a chemistry/college success workshop, register for the fall semester, learn about campus resources and interact with staff and faculty.
 - Academic Year Advising and Tracking: Coordinators monitor grades and regularly meet with LSAMP students to discuss academic progress and success strategies.
 - LSAMP Undergraduate Research Program (URP): URP students receive stipends, participate in undergraduate research with university faculty, attend seminars/workshops on academic research and applying to graduate school, and present their findings at the annual Undergraduate Research Symposium.

- Graduate Student Fellowship: Provides funding and support to students who graduated from an LSAMP institution.

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

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

1. Virtual community development – Consists of the development of a dynamic interactive social website, Facebook page, Tumblr page, Twitter account, and an E-Newsletter.
2. Formation of the Student Empowerment Project (STEP) - STEP is composed of African American male student leaders from across the University who have devoted themselves to promoting the message of academic excellence and professional success.
3. Direct Outreach - SSI uses institutional data to identify students who are in need of support and seeks to make personalized direct contact with them, encouraging them to remain in school while offering students assistance in three key areas -- academic, financial aid, and mental health. SSI refers identified students to established partners within the three key areas and within the student's home college for additional support.

Traditionally Underrepresented Faculty and Administrative Staff

The Chief Diversity Officer and the Associate Provost for Faculty Affairs are partnering in addressing issues related to the underrepresentation and disparities in retention and tenuring rates of underrepresented minority faculty. As mentioned earlier, we are planning to launch a task force to focus specifically on this issue. A task force on Appointments, Promotion & Tenure (APT), which is currently revising the APT criteria and process, is considering how the diversity of faculty and the diversity of faculty research and scholarship impacts the equity of the APT process.

The NSF-funded ADVANCE Program for Inclusive Excellence, which is in the third of five years, has a number of initiatives that are aimed at enhancing the retention, tenuring, and promotion of women faculty, including initiatives that specifically target women faculty of color. For example, there are two senior tenured women faculty of color -- one in the STEM disciplines and one in the non-STEM disciplines -- who provide mentoring and support to junior women faculty of color. As part of the ADVANCE program, in 2011-12, we developed the plans for a Leadership Fellows Program. The Leadership Fellows Program (begun in 2012-13 with 19 Fellows) aims to engage more women and faculty of color in leadership positions. This program is open to men and women from majority and minority groups and includes diversity education as an important underpinning of the program. This pilot effort will be evaluated, revised as necessary, and continued in subsequent years.

III. Efforts to Create Positive Interactions and Cultural Awareness

We are committed to fostering dialogue and collaboration among people of different backgrounds, orientations, and perspectives and ensuring the respectful treatment of all. We have a number of initiatives designed to promote faculty and staff cultural awareness, curricular diversity, and cultural diversity in co-curricular programming. These initiatives are detailed below:

Cultural Training Programs for Faculty and Staff

In 2011-12, we developed plans for various faculty and staff cultural training programs which launched in 2012-13, including the previously mentioned Leadership Fellows Program. Orientations for new faculty and new faculty administrators (Department Chairs and Directors) now integrate attention to diversity issues. In addition, the University Human Resources Office launched a pilot two-and-a-half-day training program for staff supervisors in Fall 2012, with some limited attention to diversity issues. This training will be revised to include greater attention to diversity issues when it is re-launched for all University supervisors in Summer/Fall 2013.

Curricular Initiatives – General Education

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

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

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

In 2011-12, the **Office of Diversity Education & Compliance (ODEC)**, which provides multicultural awareness and education programs for faculty, staff, and student, offered 30 inter-group dialogues through the Words of Engagement: Intergroup Dialogue Program, including a dialogue in real-time via Skype with students at a university in India. The dialogue courses have now been accepted as meeting the requirements of the new General Education Cultural Competence courses.

Curricular Initiatives – Formal Academic Programs

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Curricular Initiatives – Non-Degree Programs

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

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

The **David C. Driskell Center for the Study of the Visual Arts and Culture of African Americans and the African Diaspora** honors the legacy of David C. Driskell - Distinguished University Professor Emeritus of Art, Artist, Art Historian, Collector, and Curator - by preserving the rich heritage of African American visual art and culture. The Driskell Center is committed to collecting and documenting the contribution of African American artists and presenting African American art, nationally and internationally. In 2011-12, the Center's exhibition program included *African American Art Since 1950: Perspectives from the David C. Driskell Center*, an exhibition which traveled to four venues nationally. The Center thrives to educate future generation about African American art by providing work opportunities for students; the Center employs about 15 students, on average, each semester.

The **Office of Diversity Education and Compliance (ODEC)**, which was mentioned earlier in the section on General Education, offers workshops and trainings to campus units and constituents in the areas of Sexual Harassment Prevention, Cross-cultural Communication, Conflict Resolution, and Workplace Diversity. ODEC collaborated with the LGBT Equity Center to offer tailored training on LGBT issues and compliance. Through ODEC's leadership, UM was one of the 32 higher education institutions in the country selected to participate in the Association of American Colleges & Universities (AAC&U) Global Education for a Global Century Project launched in 2011.

Co-Curricular Cultural Programs

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 **Nyumburu Cultural Center** offers academic, social, and cultural support and programs for Black/African American students as well as the entire campus community. Nyumburu does this through an array of events and initiatives, by sponsoring numerous student organizations, and by providing a space for gathering and connecting. The **Black Male Initiative Program (BMI)** of Nyumburu promotes scholarship, brotherhood, retention, and overall graduation of Black/African American males at the University of Maryland. Two-hour monthly meetings, voluntary weekly study halls, and BMI Movie Nights address academic concerns and challenges, as well as nonacademic issues related to culture, finances, career aspirations, recreation, spirituality, and mental health. African-American faculty, administrators, alumni, and community members attend the monthly student meetings to provide guidance and support throughout the year. Six BMI Meetings were held during academic year 2011-12. Average attendance was 18 Black/African American males per meeting. Additionally, average attendance at six BMI Movie Nights was five BMI students.

Multicultural Involvement and Community Advocacy [MICA] is a unit within the Adele H. Stamp Student Union—Center for Campus Life. It promotes the intellectual, personal and social development of all students by creating opportunities for them to explore issues pertaining to diversity and multiculturalism. MICA's student engagement efforts are organized around four functional areas: *Advising; Education; Advocacy; Assessment & Research*. It provides opportunities and spaces that affirm students and their identities, build inclusive communities among diverse members, and create social change locally, nationally and globally. MICA encourages students to participate in both culturally specific and cross-cultural involvement and leadership experiences.

- In FY 12, MICA advised and supported over 100 student organizations, including 41 Asian Pacific American (APA), 31 Black, 20 Latina/o, and 11 LGBT, 1 American Indian, and 1 Multiracial/Biracial student organization.

- Ninety-six students were enrolled in five Identity-based diversity and leadership classes offered in conjunction with Leadership and Community Service Learning Programs and the College of Education.
- Efforts supporting history/heritage theme celebration months resulted in 17 events for Asian Pacific American Heritage Month, 14 for Black History Month, 30 for Latino Heritage Month, 27 for Pride Month, 7 American Indian Heritage Month, and 14 for Mixed Madness Month (multiracial/biracial).

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

- Rainbow Terrapin Network: 194 people completed membership training, up from 91 the previous year. A training program for facilitators was initiated to help keep up with increased demand.
- The Speakers Bureau peer education program reached over 1,100 students.
- Lavender Graduation recognized 58 graduates, up from 28 the previous year.
- Academic courses offered through the LGBT Studies Program include LGBT People and Communication; Internships in LGBT Community Organizations; and LGBT Facilitation and Leadership Skills in LGBTQA Organizations.

IV. Other Central Diversity Initiatives

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

The chairs of the four President's Commissions serve on the University-wide Diversity Advisory Council and work closely with the Chief Diversity Officer.

Programs of Cultural Diversity
University of Maryland, College Park
Appendix

Table 1

Faculty												
Former Federal Race Coding	Fall 2008				Fall 2009							
	#	%	Male	Female	#	%	Male	Female				
American Indian:U.S.	1	<1%	1	0	4	<1%	2	2				
Asian:U.S.	354	9%	237	117	385	10%	264	121				
Black/African-American:U.S.	191	5%	79	112	189	5%	80	109				
Foreign	458	12%	345	113	458	11%	345	113				
Hispanic:U.S.	103	3%	56	47	98	2%	53	45				
Unknown:U.S.	135	3%	73	62	161	4%	92	69				
White:U.S.	2,625	68%	1,624	1,001	2,701	68%	1,664	1,037				
Total	3,867		2,415	1,452	3,996		2,500	1,496				
Faculty												
New Federal Race Coding	Fall 2010				Fall 2011				Fall 2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
American Indian or Alaska Native:U.S.	3	<1%	2	1	5	<1%	4	1	6	<1%	5	1
Asian:U.S.	439	11%	291	148	445	10%	293	152	470	11%	309	161
Black or African American:U.S.	177	4%	81	96	177	4%	78	99	194	4%	78	116
Foreign	484	12%	354	130	509	12%	368	141	520	12%	362	158
Hispanic:U.S.	106	3%	54	52	131	3%	70	61	135	3%	72	63
Unknown:U.S.	193	5%	114	79	251	6%	147	104	317	7%	188	129
White:U.S.	2,713	66%	1,665	1,048	2,713	64%	1,681	1,032	2,720	62%	1,675	1,045
Native Hawaiian or Other Pacific Islander:U.S.					4	<1%	2	2	2	<1%	2	0
Two or More:U.S.	8	<1%	4	4	13	<1%	6	7	23	1%	11	12
Total	4,123		2,565	1,558	4,248		2,649	1,599	4,387		2,702	1685

Table 2

Staff								
Former Federal Race Coding	Fall 2008				Fall 2009			
	#	%	Male	Female	#	%	Male	Female
American Indian:U.S.	26	<1%	14	12	22	<1%	14	8
Asian:U.S.	591	6%	252	339	599	7%	267	332
Black/African-American:U.S.	1,534	17%	651	883	1,436	16%	613	823
Foreign	1,527	17%	923	604	1,519	17%	923	596
Hispanic:U.S.	457	5%	152	305	473	5%	160	313
Unknown:U.S.	491	5%	229	262	504	6%	246	258
White:U.S.	4,576	50%	2,180	2,396	4,532	50%	2,172	2,360
Total	9,202		4,401	4,801	9,085		4,395	4,690

Staff												
New Federal Race Coding	Fall 2010				Fall 2011				Fall 2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
American Indian or Alaska Native:U.S.	21	<1%	12	9	22	<1%	12	10	21	<1%	12	9
Asian:U.S.	609	7%	272	337	606	7%	270	336	585	6%	256	329
Black or African American:U.S.	1,364	15%	575	789	1,399	15%	600	799	1,436	15%	642	794
Foreign	1,498	17%	930	568	1,532	17%	970	562	1,526	16%	963	563
Hispanic:U.S.	504	6%	167	337	540	6%	184	356	583	6%	215	368
Unknown:U.S.	553	6%	280	273	631	7%	303	328	736	8%	343	393
White:U.S.	4,444	49%	2,203	2,241	4,417	48%	2,190	2,227	4,340	47%	2,186	2,154
Native Hawaiian or Other Pacific Islander:U.S.	3	<1%	2	1	7	<1%	6	1	6	<1%	6	0
Two or More:U.S.	38	<1%	18	20	49	1%	20	29	63	1%	22	41
Total	9,034		4,459	4,575	9,203		4,555	4,648	9,296	100%	4,645	4,651

Programs of Cultural Diversity
University of Maryland, College Park
Appendix

Table 3

Undergraduate												
Former Federal Race Coding	Fall 2008				Fall 2009							
	#	%	Male	Female	#	%	Male	Female				
American Indian:U.S.	82	<1%	38	44	72	<1%	29	43				
Asian:U.S.	3,857	15%	2,063	1,794	4,041	15%	2,146	1,895				
Black/African-American:U.S.	3,470	13%	1,481	1,989	3,299	12%	1,436	1,863				
Foreign	548	2%	282	266	598	2%	311	287				
Hispanic:U.S.	1,558	6%	697	861	1,637	6%	728	909				
Unknown:U.S.	1,869	7%	897	972	1,523	6%	755	768				
White:U.S.	15,091	57%	8,317	6,774	15,372	58%	8,554	6,818				
Total	26,475		13,775	12,700	26,542		13,959	12,583				

Undergraduate												
New Federal Race Coding	Fall 2010				Fall 2011				Fall 2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
American Indian or Alaska Native:U.S.	47	<1%	22	25	40	<1%	23	17	35	<1%	17	18
Asian:U.S.	4,012	15%	2,125	1,887	3,978	15%	2,139	1,839	3,957	15%	2,168	1,789
Black or African American:U.S.	3,195	12%	1,415	1,780	3,256	15%	1,444	1,812	3,220	15%	1,414	1,806
Foreign	633	2%	333	300	727	3%	370	357	799	3%	398	401
Hispanic:U.S.	1,927	7%	904	1,023	2,022	8%	940	1,082	2,102	8%	978	1,124
Unknown:U.S.	858	3%	495	363	900	3%	488	412	863	3%	450	413
White:U.S.	15,468	57%	8,607	6,861	35	<1%	23	12	14,684	55%	8,214	6,470
Native Hawaiian or Other Pacific Islander:U.S.	37	0%	26	11	15,055	56%	8,426	6,629	27	0%	13	14
Two or More:U.S.	745	3%	361	384	813	3%	378	435	851	3%	389	462
Total	26,922		14,288	12,634	26,826		14,231	12,595	26,538		14,041	12,497

Table 4

Graduate												
Former Federal Race Coding	Fall 2008				Fall 2009							
	#	%	Male	Female	#	%	Male	Female				
American Indian:U.S.	25	0%	12	13	25	<1%	13	12				
Asian:U.S.	815	8%	411	404	862	8%	438	424				
Black/African-American:U.S.	835	8%	313	522	783	7%	325	458				
Foreign	2,511	24%	1,526	985	2,539	24%	1,518	1,021				
Hispanic:U.S.	333	3%	151	182	339	3%	157	182				
Unknown:U.S.	578	5%	279	299	597	6%	302	295				
White:U.S.	5,428	52%	2,767	2,661	5,508	52%	2,799	2,709				
Total	10,525		5,459	5,066	10,653		5,552	5,101				

Graduate												
New Federal Race Coding	Fall 2010				Fall 2011				Fall 2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
American Indian or Alaska Native:U.S.	12	<1%	6	6	18	<1%	10	8	18	<1%	9	9
Asian:U.S.	845	8%	420	425	835	8%	415	420	763	7%	387	376
Black or African American:U.S.	804	8%	345	459	813	8%	358	455	752	7%	329	423
Foreign	2,455	23%	1,487	968	2,751	25%	1,662	1,089	3,154	29%	1,782	1,372
Hispanic:U.S.	383	4%	171	212	396	4%	187	209	391	4%	193	198
Unknown:U.S.	514	5%	270	244	512	5%	264	248	462	4%	232	230
White:U.S.	5,518	51%	2,874	2,644	7	<1%	6	1	4,987	47%	2,627	2,360
Native Hawaiian or Other Pacific Islander:U.S.	5	<1%	3	2	5,316	49%	2,817	2,499	14	<1%	8	6
Two or More:U.S.	183	2%	85	98	157	1%	74	83	169	2%	80	89
Total	10,719		5,661	5,058	10,805		5,793	5,012	10,710		5,647	5,063

UNIVERSITY OF MARYLAND EASTERN SHORE

Institutional Program of Cultural Diversity Progress Report Data
Academic Year 2008-2009 thru 2012-2013

Table 1: UMES Student Enrollment* Fall 2008- Fall 2012 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	80.6%	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	102	2.4%	39	63	128	3.0%	57	71
Total	4,110	100.0%	1,597	2,513	4,266	100.0%	1,702	2,564	4,345	100.0%	1,801	2,544

Table 1: UMES Student Enrollment (cont.)

Race /Ethnicity	2011-2012				2012-2013			
	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	3,257	75.2%	1,295	1,962	3,071	71.5%	1,242	1,829
American Indian or Alaskan Native	7	0.2%	1	6	4	0.1%	3	1
Asian	84	1.9%	42	42	75	1.7%	39	36
Hispanic/Latino	101	2.3%	45	56	100	2.3%	40	60
White	664	15.3%	333	331	675	15.7%	330	345
Native Hawaiian or Other Pacific Islander	3	.1%	1	2	4	0.1%	0	4
Two or More Races	133	3.1%	47	86	300	7.0%	122	178
Did Not Self-Identify	83	1.9%	37	46	66	1.5%	33	33
Total	4,332	100.0%	1,801	2,531	4,295	100.0%	1,809	2,486

*Foreign students are not included

Table 2: UMES Faculty* Fall 2008-Fall 2012 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

Table 2: UMES Faculty (cont.)

Race /Ethnicity	2011-2012				2012-2013			
	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	127	36.4%	65	62	126	37.7%	64	62
American Indian or Alaskan Native	4	1.1%	1	3	4	1.2%	1	3
Asian	29	8.3%	19	10	31	9.3%	20	11
Hispanic/Latino	9	2.6%	4	5	10	3.0%	4	6
White	173	49.6%	93	80	158	47.3%	86	72
Native Hawaiian or Other Pacific Islander	0	0.0%	0	0	0	0.0%	0	0
Two or More Races	3	0.9%	2	1	3	0.9%	2	1
Did Not Self-Identify	4	1.1%	3	1	2	0.6%	1	1
Total	349	100.0%	187	162	334	100.0%	178	156

*Foreign faculty is not included

Table 3: UMES Staff* Profile Fall 2008-Fall 2012 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	393	76.8%	157	236	400	74.3%	158	242	399	76.1%	164	235
American Indian or Alaskan Native	2	0.4%	0	2	3	0.6%	0	3	3	0.6%	0	3
Asian	6	1.2%	2	4	4	0.7%	1	3	3	0.6%	0	3
Hispanic/Latino	5	1.0	3	2	7	1.3%	3	4	4	0.8%	3	1
White	104	20.3%	62	42	119	22.1%	69	50	109	20.8%	63	46
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	0.4%	1	1
Did Not Self-Identify	2	0.4%	0	2	5	0.9%	3	2	4	0.8%	3	1
Total	512	100.0%	224	288	538	100.0%	234	304	524	100.0%	234	290

Table 3: UMES Staff (cont.)

Race /Ethnicity	2011-2012				2012-2013			
	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	414	76.2%	175	239	416	75.4%	182	234
American Indian or Alaskan Native	4	0.7%	1	3	3	0.5%	0	3
Asian	4	0.7%	1	3	7	1.3%	3	4
Hispanic/Latino	8	1.5%	6	2	7	1.3%	6	1
White	108	19.9%	61	47	109	19.7%	61	48
Native Hawaiian or Other Pacific Islander	0	0.0%	0	0	0	0.0%	0	0
Two or More Races	3	0.6%	2	1	7	1.3%	4	3
Did Not Self-Identify	2	0.4%	2	0	3	0.5%	3	0
Total	543	100.0%	248	295	552	100.0%	259	293

*Foreign staff and Graduate Teaching/Research Assistants are not included

**UNIVERSITY OF MARYLAND
UNIVERSITY COLLEGE**



University of Maryland University College

2012-2013 Annual Progress Report

On

Programs of Cultural Diversity

March 4, 2013



University of Maryland University College

Office of Diversity Initiatives

March 4, 2013

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) FY2012-2013 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
FY2012-FY2013 Annual Progress Report
On
Programs of Cultural Diversity

27 February 2013

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 2012-2013 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 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 participation to ensure that staff and faculty are continuously being educated on diversity and inclusion.

Diversity Initiatives tracks EEO inquiries and complaints that are filed on an annual basis. All individuals that inquire about potential instances of discrimination or sexual harassment are contacted and investigations occur. Tracking forms are utilized to track formal EEO investigations to ensure that complainants and respondents are notified of the findings.

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 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.

In 2012, an Engagement Survey was developed and administered for staff and faculty throughout the University. This survey collected key information related to how employees are experiencing UMUC and what issues they are currently facing. This survey will serve as a baseline report of key focus areas for the critical business units across the University and will be repeated in two-years to measure any changes that have occurred. The Engagement Survey incorporated key issues related to diversity to gather feedback about how staff perceived current efforts related to diversity and inclusivity. The results of the survey were communicated to UMUC Leadership and to all supervisors/managers to provide them with information related to potential areas of improvement within their teams.

B. Students

UMUC continues to be among the most diverse USM institutions. The diversity of the student body has remained stable over the past year, with minor changes within some of the under-represented groups that we are tracking. As shown in Table 1 below, the total number of students enrolled at UMUC locations in Maryland increased slightly by 148 from Fall 2011 to Fall 2012. The ratio of historically under-represented demographic groups remained constant over the past year. White students constituted 40% of the student body in the Fall of 2012, with under-represented minorities at 46% and individuals with two or more races at 2%, compared to 39% white and 48% under-represented minorities and individuals with two or more races at 2% in Fall 2011.

UMUC's student population was 48% male and 52% female in Fall 2012, which is consistent with the gender proportions in Fall 2011. The African-American subpopulation is 60% female and 40% male, while the White student subpopulation is 46% female and 54% male.

TABLE 1: Separate Comparison Tables for Students																
	Baseline: 2008-2009				2010-2011				2011-2012				2012-2013			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/ Black	10875	33	3699	7176	13718	35	5115	8603	15169	36	5814	9355	14195	34	5619	8576
American Indian or Alaska Native	198	1	81	117	196	1	87	109	188	0	81	107	186	0	82	104
Asian	1791	5	899	892	1926	5	1043	883	2014	5	1083	931	1938	5	1042	896
Hispanic/ Latino	1739	5	827	912	2477	6	1171	1306	2941	7	1428	1513	3166	7	1642	1524
White	13291	40	6689	6602	15171	39	7759	7412	16565	39	8762	7803	16713	40	9121	7592
Native American or other Pacific Islander					79	0	32	47	99	0	37	62	160	0	68	92
Two or more races					477	1	208	269	849	2	267	482	1009	2	454	555
Did not self identify	5414	16	2257	3157	4790	12	1954	2836	4252	10	1770	2482	4305	10	1926	2379
Total	33308		14452	18856	38834		17369	21465	42077		19342	22735	41672		19954	21718

**Note: The table above does not include data related to Non-Resident Aliens (2012-2013: Male = 252 and Female = 344).

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	359
Disability Studies	223
Domestic Violence	499

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 2012. The largest group (69% in Fall 2012) of faculty are those classified as “White”. Many faculty members decline to identify their race or report as “other”. The second largest group of faculty is African-American/Black faculty members at 16% as of fall 2012, compared to 14% in fall 2011. This is viewed as a slight increase (2%) and reflects

continuing efforts to diversify the UMUC faculty. Asian, Hispanic/Latino, and American-Indian faculty represent smaller segments of the total faculty at a combined 11% of the total faculty representation. The number of Asian/American faculty increased by 21% to 186 in Fall 2012 from 154 in Fall 2011.

Males comprise 56% of the faculty and females 44% as of Fall 2012.

TABLE 3: Separate Comparison Tables for Faculty																
	Baseline: 2008-2009				2010-2011				2011-2012				2012-2013			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	137	8	80	57	155	7	84	71	340	14	172	168	426	16	204	222
American Indian or Alaska Native	14	1	10	4	13	1	10	3	19	1	13	6	19	1	12	7
Asian	68	4	55	13	67	3	57	10	154	6	116	38	186	7	132	54
Hispanic/Latino	21	1	12	9	26	1	15	11	60	2	36	24	69	3	42	27
White	788	45	476	312	823	39	475	348	1654	69	945	709	1844	68	1049	795
Native American or other Pacific Islander									1	0	1	0	1	0	1	0
Two or more races									3	0	2	1	8	0	5	3
Did not self identify	705	41	398	307	1043	49	578	465	108	4	53	55	102	4	54	48
Total	1733		1031	702	2127		1219	908	2402		1338	1001	2655		1499	1156

**Note: The table above does not include data related to Non-Resident Aliens (2012-2013: Male = 42 and Female = 15).

E. Staff

As shown in Table 4 below, the total number of staff employed at UMUC Stateside locations increased by 5% in 2012 compared to 2011, to 1079 from 1023. The proportions of African-American/Black staff increased to 34% in Fall 2012 from 32% in Fall 2011. The number of African-American/Black female staff increased by 13% to 297 from 254 in Fall 2011. The proportion of White staff remained unchanged in Fall 2012 from Fall 2011. Overall, the proportion of female staff remains virtually unchanged over the past year.

TABLE 4: Separate Comparison Tables for Staff																
	Baseline: 2008-2009				2010-2011				2011-2012				2012-2013			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	239	26	58	181	266	27	62	204	332	32	78	254	373	34	76	297
American Indian or Alaska Native	2	0	2	0	3	0	2	1	1	0	0	1	3	0	2	1
Asian	64	7	22	42	60	6	15	45	65	6	23	42	67	6	28	39
Hispanic/Latino	22	2	9	13	28	3	8	20	31	3	8	23	32	3	9	23
White	349	39	122	227	398	40	142	256	454	44	173	281	491	44	183	308
Native American or other Pacific Islander					1	0	0	1	2	0	0	2	1	0	0	1
Two or more races					2	0	0	2	22	2	3	19	15	1	4	11
Did not self identify	229	25	82	147	227	23	83	144	116	11	32	84	97	9	30	67
Total	905		295	610	985		312	673	1023		318	705	1079		332	747

****Note:** The table above does not include data related to Non-Resident Aliens (2012-2013: Male = 9 and Female = 16).

F. Recruitment of Staff and Faculty

The Office of Human Resources and 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
- Constitution Day
- German-American Heritage Month
- National American Indian Heritage Month
- Universal Human Rights Month
- Earth Day/Arbor Day
- Jazz Appreciation
- Disability Employment Awareness Month
- 911 Day of Remembrance
- National Poetry 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 2012, UMUC sponsored three dragon boat events for the UMUC Virtual Dragons. The dragon boat festivals are events that began as a celebration of Asian culture and provide individuals from all backgrounds the opportunity to work together during dragon boat races. A total of 66 paddlers (UMUC staff, students, and alumni) competed in the 11th Annual Washington DC Dragon Boat Festival, the 11th Annual Philadelphia Dragon Boat Festival, and the 2012 National Harbor Dragon Boat Regatta. UMUC also sponsored the UMUC Tigers Softball Team, comprised of 33 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, Diversity Initiatives has supported events to raise awareness about a variety of cultural diversity themes. These luncheon lectures 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 attendees. The events for the past year included:

- January – Martin Luther King Jr., “The Man and the Dream” Documentary
- February – “The Tuskegee Airmen – They Fought Two Wars” Documentary
- March – “The Irish Diaspora and Irish American Heritage” by Stephen A. Brighton, Ph.D.
- April – Earth Day: “The Future Environmental Movement” with Robert P. Ouellete, Ph.D.
- June – LGBT Month: Metro Organization of Parents, Friends, of Lesbians, and Gays (PFLAG) with Phil Hicks
- September – Hispanic Heritage Month: “Salsa: It’s Roots and History” with Eileen Torres
- October – Disability Awareness: National Disability Employment Awareness Month Panel Discussion with George P. Failla, Jr. J.D., Beth Lash, Lisa Andrews, Ph.D., and Allison Butler, Ph.D.
- October – German-American Heritage Month: UMUC Europe Staff Presentation from Heidelberg, Germany (Facilitated by Patricia Jameson)
- November – MarylandCAN, Great Schools Change Everything with Curtis Valentine
- November – American-Indian Heritage Month: The Piscataway Indian Nation Singers and Dancers with Mark Tayac

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

In response to discussions with Muslim-American staff within the University, specific procedures and protocols were put in place for staff to follow during the Ramadan Observance. From sunset on July 19, 2012 through August 18, 2012 quiet space was designated in the Adelphi and Largo locations for staff observing Ramadan to utilize during the course of the day. Staff was required to coordinate with their managers to make sure that they had approval and that they continued to meet their primary job responsibilities.

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 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. 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:

- Non-Supervisors – 151
- Faculty – 68
- Supervisors - 52

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, training on Equal Employment Policies and Procedures has been conducted at both stateside and overseas locations. 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 are currently being rolled-out Stateside.

CONCLUSIONS

Over the past year, the diversity programs have continued to evolve and grow throughout the University. This growth is reflected in programs geared not only to our staff, but also programs involving students and faculty. Faculty has continued to build diversity into their course curriculum and have become more adept at working with the diverse UMUC student body. There continues to be a thirst for information related to diversity and inclusivity, which has led to the expansion of the events and activities that are offered to increase awareness about the diversity and the variety of cultures that make up the UMUC community. Individuals from outside of the Diversity Initiatives Office have also volunteered their time and effort to present their research and expertise on topics related to diversity, which has expanded the overall diversity knowledge base.

At UMUC, we pride ourselves on being a diverse place to both work and learn. Students will continue to find that they are learning alongside individuals from a variety of cultures, while being instructed by some of the most diverse group of thinkers in higher education. Additionally, we aim to create an environment where the backgrounds, perspectives, and experiences of our faculty and staff are valued and appreciated.