



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: Annual Progress Report: Institutional Programs of Cultural Diversity

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: June 3, 2014

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

In public session on May 21, 2014, the Committee received the formal presentation of the institutional reports and the system-wide overview. Today, the Committee will vote on whether to recommend that the full Board approve each institution's plan for submission to the Maryland Higher Education Commission by September 1st. Following is an overview of the USM institutions' reports. Individual campus reports may be accessed at <http://www.usmd.edu/regents/agendas/ed20140521.php>.

ALTERNATIVE (S): The institutional 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 each institution.

CHANCELLOR'S RECOMMENDATION: That the Committee on Education Policy and Student Life recommend that the Board of Regents approve the Institutional Programs of Cultural Diversity.

COMMITTEE RECOMMENDATION:		DATE: June 3, 2014
BOARD ACTION:		DATE:
SUBMITTED BY: Joann Boughman	301-445-1992	jboughman@usmd.edu



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

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

**Office of the Senior Vice Chancellor for Academic Affairs
University of Maryland System Office
June 3, 2014**

Background

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

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

1. A summary of their institutional plan to improve cultural diversity as required by Education §11-406. 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 legislation 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 institutional plans and in updating, cultural diversity is viewed and applied in the broadest possible sense across USM

institutions including, for example, disability and veteran status. Thus, there is variation as to how each institution approaches, implements, and enhances its program of cultural diversity. The implementation strategies, timelines, and resources for meeting the respective institutional goals vary as well; although, there are common themes, elements, and approaches across USM institutions.

2014 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 2014 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 students, faculty, and staff are provided in each institutional report. However, for brevity, only selected institutional examples of activities are cited throughout this report solely to illustrate both the range and nature of institutional responses to implementing, improving, and sustaining programs of cultural diversity. While comparisons of institutional programs of cultural diversity are inevitable, it is more important to note the commonality and consistency of efforts to strengthen such programs across USM institutions. 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 from time to time, modification of programs of cultural diversity work not only to promote an appropriate campus environment and climate, but continue to bring institutional recognition. In 2013, *Diverse Issues in Higher Education* magazine ranked **Bowie State University, Coppin State University, Towson University, University of Baltimore, University of Maryland, Baltimore, University of Maryland, Baltimore County, University of Maryland, College Park, and University of Maryland University College** among the top 100 producers of master's, doctoral, and first professional degrees for African American, Hispanic, Asian, and Native Americans. The **University of Maryland, College Park** ranked second in the production of African American doctoral recipients in physical science and third in the production of African American master's degree recipients in engineering.

Bowie State University, Coppin State University, Towson University, University of Maryland University College, University of Maryland, College Park, and University of Maryland Eastern Shore are ranked respectively among the top 100 producers of African American bachelor's degrees in all disciplines. The **University of Maryland, Baltimore County** is ranked 50th among the top 100 producers of bachelor's degrees awarded to Asian Americans. The **University of Maryland, College Park** is ranked among the top 100 universities awarding bachelor's degrees to Hispanics. Also noteworthy, the **University of Baltimore** is ranked 26th among 30+ Promising Places to Work in Student Affairs in a new national study done by the Center for Inclusion, Diversity & Academic Success (IDEAS) at The Ohio State University under the auspices of *Diverse Issues in Higher Education* and the American College Personnel Association. The *Chronicle of Higher Education* also recognized **University of Maryland University College** in its annual Great Colleges to Work For survey.

Institutional Improvements of Programs of Cultural Diversity

Expanding cultural diversity beyond the narrow considerations of race and ethnicity has enabled institutions to strengthen and advance their programs of cultural diversity. Articulation of diversity in the institutional mission and as a core value or theme in strategic plans, has also led to the development and implementation of specific institutional diversity strategic plans at the **University of Baltimore, University of Maryland, College Park, and University of Maryland University College**. Another important element in the improvement of existing programs is the integration of initiatives within programs of cultural diversity 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, ongoing assessment and evaluation of efforts, as well as the creation of institution-wide teams, institutions have linked their programs of cultural diversity with their efforts to close the achievement gap and expand inclusiveness in STEM disciplines. Institutions that have explicitly linked diversity and achievement gap initiatives include, **Frostburg State University, Salisbury University, Towson University, University of Baltimore, University of Maryland, Baltimore County, University Maryland, College Park, University of Maryland Eastern Shore, and University of Maryland University College**. Through such linkages, institutions have fostered levels of inclusiveness essential to serving all citizens of the state of Maryland.

Bowie State University established a Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Allies (LGBTQIA) Resource Center to support sensitivity to the issues these persons face, the first of its kind at a Historically Black Institution. The mission is to foster an environment that is open, safe, and inclusive of all sexualities and gender identities. It provides resources for anyone who is interested in learning about LGBTQIA issues and concerns. **Frostburg State University** engages in continuous program improvement efforts through the evaluation of institutional strategies and initiatives according to their contributions to five specific diversity goals: (1) minority and first-generation recruitment and enrollment; (2) increased retention and graduation there of; (3) enhance diversity of faculty and staff; (4) create and promote cultural diversity campus environment; and (5) promote understanding of international cultures. **Salisbury University** offered several opportunities for faculty and staff professional development and training addressing a range of diversity topics through the use of federal, state, and local grants and sponsored research.

University of Maryland, College Park evaluates its progress with respect to institutional cultural diversity using numerical data on representation, retention, graduation, and promotion/tenure rates as well as climate data. In Spring 2011 and again in Spring 2013, the institution's NSF-funded ADVANCE Program for Inclusive Excellence conducted a biennial Work Environment Survey for Tenure-Track/Tenured Faculty, which provided information on the experiences of women faculty and faculty of color. Additional climate assessments will be developed in order to track the experiences of students, staff, and non-tenure-track faculty.

In the fall of 2013, the **University of Maryland University College** Diversity Office was restructured and rebranded the Diversity and Equity Office. It includes the Fair Practices and Compliance Team, the Accessibility Services Office (Formerly Disability Services), and the Director of Multicultural Training and Programming. Further, the former Director of Diversity Initiatives was promoted to Vice President of Diversity and Ombudsman for the University. As

a result, all areas of the EEO and Fair Practice Compliance were reassigned to the Assistant Vice President of Fair Practices and Compliance.

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

Using recently renewed funding from the National Institutes of Health/National Institute of General Medical Sciences (NIH/NIGMS), the **University of Maryland, Baltimore County** Minority Access to Research Careers Undergraduate Student Training in Academic Research (MARC U*STAR) Program will provide financial support, academic advising and professional development to 41 undergraduate junior and senior underrepresented minorities (URM) this year. A competing continuation proposal is planned for submission in May 2014. The program's focus is to support students underrepresented in the fields of biomedical or behavioral sciences, or mathematics, who seek to earn a Ph.D. and pursue a research career.

The **University of Maryland Eastern Shore** admissions team has partnered with Academic Affairs to build productive partnerships with key high schools that have high concentrations of non-African-American students. **University of Maryland University College** Affirmative Action Plan is used to track minorities, women, veterans, and individuals with disabilities. An external third party vendor provides the institution with an unbiased examination of hiring trends. This thorough analysis of the workforce reveals UMUC's compliance with guidelines.

University of Maryland, College Park has several major initiatives to increase and retain students and faculty. For students, there is the Maryland Pathways Program that guarantees that every student who is a Maryland resident from a family whose income is below the poverty line can graduate debt-free. For faculty, the NSF-funded ADVANCE Program for Inclusive Excellence, which is in the fourth of five years, has a number of initiatives that are aimed at enhancing the retention, tenure, and promotion of women faculty, including initiatives that specifically target women faculty of color.

Frostburg State University's Office of Human Resources developed its Leadership Initiative Program to provide managers training that will lead to increased employee advancement and retention, which included helping managers to build skills required to manage an increasingly diverse workforce. The training also assists in fostering an inclusive workplace environment. The Alumni Office at **Salisbury University** partnered with Multicultural Student Services and the Horizons Project to produce events for specific affinity groups during Homecoming Weekend. **Towson University** facilitates equal access to educational opportunities for students with disabilities promoting inclusive learning environments accessible to all. Disability Support Services (DSS) collaborating with TU's office of Institutional Research have initiated a longitudinal study tracking the 4-year, 5-year, and 6-year graduation rates for first-time, full-time degree-seeking DSS-registered students as compared to all TU first-time full-time degree-seeking students.

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

Salisbury University’s 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: *Office of Institutional Equity (Fair Practices, Diversity, & Inclusion), 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: *Diversity and Culture Center*

University of Maryland, Baltimore: *President's Diversity Advisory Council*

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

University of Maryland, College Park: *Office of Diversity and Inclusion, Office of Multi-Ethnic Student Education, the LGBT Equity Center, the Nyumburu Cultural Center, the Office of Diversity Education and Compliance, Chief Diversity Officer*

University of Maryland University College: *Diversity and Equity Office*

Administrative Diversity Structures and Centers:

The **Frostburg State University** Center for Student Diversity is comprised of several units and offers programs and services for (a) African American Student Development, (b) Asian Pacific Islander/Latino Student Development, (c) Lesbian Gay Bisexual and Transgender Student Development, (d) Women's Resources, (e) Campus Ministries, and (f) Student Success Programs (SAGE & CEEP). The **University of Baltimore** 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. **Towson University** offers a wide range of diversity related courses among its Core Curriculum Requirements and in eleven different B.A./B.S./Post-baccalaureate Certificate and M.A. degree programs. **Bowie State University** promotes and advances cultural awareness through its academic programs and specific courses in Psychology, Social Work, Nursing, and Education. The **University of Maryland, Baltimore** Schools of Dentistry, Law, Medicine, Pharmacy, Nursing, and Social Work all have programs and selected courses for ensuring that students develop cultural competence, as is required by the specialized accreditation of these degree programs. The **University of Maryland University College** offers

an 18-credit hour certificate in diversity awareness in addition to three diversity-related courses in the Undergraduate School curriculum.

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!* 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

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.

Enclosures: Eleven 2014 institutional reports on programs of cultural diversity

BOWIE STATE UNIVERSITY

Bowie State University
FY 2013 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). 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 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. Our core value of Diversity is defined 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 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 Executive Vice President and General Counsel, 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 student body (Academic Affairs); and

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recruiting, hiring and retaining diverse faculty, staff and administrators (Administration and Finance and Executive Vice President and General Counsel).

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 2012 and fall 2013, the percentage of non-African-American students increased from 13 percent to 15 percent. The non-African-American undergraduate student population remained steady at 11 percent. The non-African-American graduate student population grew from 21 percent to 27 percent due to an increase in students from foreign countries, most notably Saudi Arabia. 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. Over the past year, the OHR has aggressively placed job postings with Maryland Workforce Exchange, Department of Rehabilitative Services (DORS), and Maryland Department of Veteran Affairs. Additional advertisement was placed through various media outlets such as HigherEDjobs.com, The Chronicle of Higher Education, The Washington Post, The Nursing Spectrum, The Association of Fundraising Professionals (AFP), The National Collegiate Athletic Association (NCAA), The Baltimore Sun, Inside Higher Ed, National Association of Student Financial Aid Administrators, and Eastern Association of Student Financial Aid Administrators. In fall 2013, one fifth of full-time staff were non-African-American. This percentage has been fairly consistent since 2008. During FY 2013, the University hired 118 contractual and regular employees. This included 9 (7.6%) employees of diverse background.

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 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.

The Office of Equal Employment Opportunity Programs (OEEOP) began several new diversity initiatives in FY 2013. The OEEOP is charged with University compliance regarding the BSU Affirmative Action Plan, including established objectives and implementation; oversight for Title IX, sexual misconduct policy and procedures for employees and students; EEO complaint processing and training for employees and students; as well as ADA accommodation requests and accessibility initiatives. The aforementioned areas of equal opportunity compliance support and promote the University's efforts to recruit and retain a diverse employee and student population across protected and historically underrepresented populations.

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Several dynamic initiatives have been undertaken in the area of Affirmative Action Compliance. Pursuant to the University's Affirmative Action Plan, the OEEOP increased efforts to attract diverse applicant pools for historically underrepresented groups in the workforce, as defined by law: minorities, women, veterans and individuals with disabilities. The OEEOP began periodic review of positive outreach efforts for veteran and individuals with disability recruitment. Since FY 2012, The OEEOP identified two additional state agencies and through coordination with the Human Resources Department, job announcements are posted with the following agencies: *Maryland Department of Veteran Affairs* and the Prince George's County *One Stop Career Center*.

The OEEOP has worked to ensure the collection of appropriate demographic (voluntary) tracking for applicants and employees to assist in the careful systematic review of personnel processes and demographic information. This assists in the development of enhanced programs, services and personnel practices to increase awareness, recruitment and retention of highly-qualified individuals from historically underrepresented populations. OEEOP provided a revised EEO/AA equal opportunity statement for inclusion in student brochure materials and employment applications.

To ensure affirmative action and equal opportunity compliance, the OEEOP began onsite interview training for staff and faculty search committees regarding the purpose and process for structured interviewing. The OEEOP increased comprehensive EEO Compliance Course training for supervisors and other employees, addressing harassment, discrimination and retaliation as well as attention on the employee disability accommodation process and hiring.

The OEEOP submits articles to the quarterly Human Resources Newsletter for dissemination of EEO topics and related substantive information to employees. In addition, the Office chaired the Title IX Sexual Misconduct Board to discuss and further implement University policies and protocols regarding employee and student protections against sex discrimination in accordance with state and federal law. The Sexual Misconduct Board began draft of the Sexual Misconduct Policy.

The OEEOP actively participated in the Campus Community Response Team which is a University led community forum providing educational tools, intervention technique and the development of appropriate response to campus sexual violence.

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 remained steady between 2012 and 2013 at 72 percent.

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The University also sponsors faculty and staff members for H-1B Visas. During FY 2013, the University sponsored 4 faculty and staff members from countries that included India, Japan, Nigeria, and Singapore. In addition, two of the faculty members were also sponsored for Permanent Residency (Green Card).

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 ongoing 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 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

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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 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

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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 Center for Global Engagement (CGE), the Office of International Programs and the International Student Office all support international awareness. The CGE organizes programs and activities designed to promote awareness of international issues. In FY 2013, the CGE inaugurated the Martin Luther King Conference and Lecture Series and the Kwame Nkrumah Conference and Lecture Series. In addition, the CGE hosts an international week event each year. The Office of International Programs has been expanding study abroad opportunities. The University is also focusing on making the transition easier for international students. The Student Affairs division created an International Student office four years ago to serve as the one-stop-shop for these students and to bring international student concerns to the University’s attention. These offices played an important role in welcoming a large number of foreign students entering in fall 2013.

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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 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

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- *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 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				2013-2014			
	#	%	Male	Female	#	%	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	4747	85%	1739	3308
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	7	0%	4	3
Asian	91	2%	26	65	92	2%	24	68	80	1%	31	49	79	1%	34	45	93	2%	39	54	92	2%	40	52
Hispanic/Latino	95	2%	34	61	99	2%	34	65	103	2%	36	67	131	2%	48	83	135	2%	47	88	144	3%	46	98
White	266	5%	80	186	234	4%	73	161	227	4%	68	159	214	4%	65	149	198	4%	51	147	201	4%	50	151
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	7	0%	0	7
Two or more races	0	0%	0	0	0	0%	0	0	5	0%	1	4	48	1%	13	35	100	2%	22	78	141	3%	45	96
Unknown/Foreign	179	3%	70	109	200	4%	74	126	190	3%	64	126	161	3%	66	95	150	3%	61	89	222	4%	102	120
Total	5483		1910	3573	5617		1944	3673	5578		1980	3598	5608		2067	3541	5421		1940	3481	5561		2026	3535

Source: EIS

Full-time Instructional Faculty

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013				2013-2014			
	#	%	Male	Female	#	%	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	164	72%	74	90
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	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	10	4%	7	3
Hispanic/Latino	12	5%	9	3	14	6%	9	5	10	4%	5	5	10	4%	5	5	9	4%	5	4	10	4%	6	4
White	45	21%	29	15	40	17%	26	14	37	16%	23	14	36	16%	22	14	34	16%	21	13	36	16%	22	14
Native American or other Pacific Islander	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	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	1	0%	0	1	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	6	2%	4	2
Total	219		112	106	230		117	113	229		116	113	226		111	115	216		107	109	228		113	115

Source: EDS

Full-time Staff

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013				2013-2014			
	#	%	Male	Female	#	%	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	305	80%	186	186
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	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	8	2%	3	5
Hispanic/Latino	7	2%	2	5	7	2%	3	4	10	3%	7	3	8	2%	5	3	6	2%	4	2	5	1%	3	2
White	28	8%	11	17	27	8%	9	18	25	7%	8	17	31	9%	10	21	38	10%	12	26	38	10%	11	27
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	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	1	0%	0	1
Unknown/Foreign	23	7%	7	16	29	8%	10	19	27	8%	9	18	33	9%	10	23	14	4%	7	7	23	6%	11	12
Total	336		139	197	342		139	203	338		131	207	355		138	217	365		139	226	380		147	233

Source: EDS

COPPIN STATE UNIVERSITY

COPPIN STATE UNIVERSITY



REPORT ON CULTURAL DIVERSITY INITIATIVES

April 2, 2014

Office of the Provost and Vice President for Academic Affairs
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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 is an urban, comprehensive, and Historically Black Institution. Building on a legacy of excellence in teacher preparation in the metropolitan community, the university offers quality undergraduate and graduate programs in teacher education, liberal arts, health professions, technology and STEM disciplines.

Coppin as an anchor institution, is committed to providing educational access and diverse opportunities for all students while emphasizing its unique role in educating residents of Metropolitan Baltimore and first-generation college students. Coppin is committed to community engagement and partnering with businesses, governmental and non-governmental agencies to meet workforce demands; preparing globally competent students; strengthening the economic development of Baltimore, Maryland and developing stronger strategic partnerships.

As a constituent institution of the USM, Coppin will continue to adopt and support USM's strategic goals.

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. These experiences are also expanded to a growing number of students in surrounding such areas as Montgomery, Prince Georges, and Howard Counties, many of which are non-traditional and transfer students.

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. In the past, Coppin Academy (the secondary high school) ranked 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 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.

To address the goals in the University System of Maryland's (USM) Strategic Plan, *Powering Maryland Forward*, the university has aligned its strategic plan to the systems five themes and key goals/strategies. Based on our vision and mission, Coppin State University adopted the following overarching goals for 2013 to 2020. The objectives and priorities are highlighted for this document.

Goal 1: Increase College Completion Rates.

This goal focuses on Recruitment, Retention and College Completion. The University will contribute to the goal of increasing college completion rates.

Goal 2: Ensure that Coppin's Graduates are Competitively Prepared for Entry into the Workforce and First-Time Graduate & Professional Schools.

Coppin will continue to prepare students for Maryland's workforce, particularly in such critical areas as nursing, education, and information technology. Deeply rooted in Coppin's history is a belief that education is the primary means by which individuals and communities advance economically, socially, morally and intellectually.

Goal 3: Transform Coppin's Instructional Modalities to Improve Teaching and Learning. Increase Coppin's Engagement in the Community.

Coppin is committed to improving its delivery of instruction and enhancing program offerings. The institution will focus on transforming the academic model to improve teaching and learning and will increase university engagement in the community through service learning and faculty scholarly activities.

Goal 4: Improve Stewardship and Effectiveness of Coppin's Resources.

Strategies have been developed for improving administrative operations that include creating a culture of accountability, leveraging existing resources to improve effectiveness, aligning the university's budget to the Strategic Plan, enhancing business and financial planning, aligning fundraising goals with the university's strategic priorities, engaging in environmental stewardship and restoring the Office of Sponsored Programs and Research to increase external funding.

Goal 5: Invest in and Support People, Programs, and Facilities.

This goal is critical to improving academic programs and facilities, hiring/retaining highly qualified faculty, staff and recruiting the best and brightest undergraduate, graduate and first-professional students. The university will continue to engage its faculty/staff/students in shared governance and services, strengthen its legacy of teacher preparation and empowering students to be transformational leaders, seek funds to build and maintain world-class facilities, and use marketing strategies to "brand" Coppin.

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. In AY 2012-2013, the university reported an average of 8.0 course units taught by tenured and/or tenure-track (core) faculty. However, last year, the university reported an average of 7.9 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 change in faculty's average units taught aligns directly with efforts to recruit a diverse and qualified 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 members 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 2013-14, the University had 287 members of personnel classified in a type of faculty position. This number is a minor drop from the previous academic year which was reported to be 290 members of personnel who were faculty positions (full-time faculty; part-time faculty members). Out of the 287 faculty members, 51% are full-time and 49% are part-time.

2008-2013 Demographic Profile of All Faculty Members

TABLE 1: Faculty Comparisons

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	243	80	91	150	233		98	135	258	83	112	146	233		98	135	227	78%	93	134
American Indian or Alaska Native	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0%	0	0
Asian	13	4	10	3	14		10	4	16	5	11	5	14		10	4	16	6%	12	4
Hispanic/Latino	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0%	0	0
White	37	12	27	10	43		29	14	37	12	25	12	43		29	14	41	14%	27	14
Native American or other Pacific Islander	0	0	0	0	1	0	0	1	0	0	0	0	1	0	0	1	0	0%	0	0
Two or more races	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	2%	4	2
Did not self-identify	9	3	4	5	1	0	1	0	1	0	1	0	1	0	1	0	0	0%	0	0
Total	303	100	132	169	292	0	138	158	312	100	149	163	292	0	138	158	290	100%	136	154

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 decrease in the number of staff members between AY 2011-2012 and AY 2012-2013. One Hundred and three staff members either retired or their positions became vacant for several reasons (redundancy, restructuring, departure from university, etc.). Both male and female staff members were decreased. Overall, male staff members decreased by 43 while female staff members decreased by 60. However, there was a slight increase in the number of white male staff members.

2008-2013 Demographic Profile of All Staff Members

TABLE 1: Staff Comparisons																				
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
	#	%	Male	Female	#	%	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	374	88%	148	226
American Indian or Alaska Native	0	0	0	0	1	0	0	1	3	1	1	2	4	1	2	2	0	0%	0	0
Asian	13	3	9	4	14	3	10	4	18	4	14	4	14	3	10	4	12	3%	9	3
Hispanic/Latino	2	0	1	1	2	0	1	1	0	0	0	0	1	0	0	1	0	0%	0	0
White	20	4	12	8	27	6	17	10	32	6	21	11	37	7	25	12	37	9%	27	10
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	3	1	1	2	3	1%	2	1
Did not self-identify	2	0	0	2	3	1	3	0	4	1	4	0	6	1	4	2	1	0%	1	0
Total	447	100	170	277	456	100	186	270	514	100	218	296	530	100	230	300	427	100%	187	240

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 where diversity is the central theme. 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 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. Coppin State University encourages and supports the increased involvement of males from various ethnic and cultural backgrounds. Since the program's inception, FMI reports an 80% retention rate in the 2nd year of its program participants.

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, European countries such as Serbia and Russia, countries in 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 academic year, the University received over 290 transfer students 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.

Enrollment

The following table provides a demographic profile of students. Overall, the University experienced a decrease in enrollment between AY 2011-2012 and AY 2012-2013. However, there was an increase in the number of White and Hispanic students.

2008-2012 Demographic Profile of All Students

TABLE 1: Student Comparisons																				
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	341	86	722	2751	335	88	766	2587	332	88	764	2562	3,484	91%	849	2635	3038	90%	761	2277
American Indian or Alaska Native	4	0	2	2	2	0	1	1	5	0	2	3	4	0%	0	4	3	0%	2	1
Asian	10	0	0	10	9	0	3	6	9	0	4	5	39	1%	17	22	34	1%	10	24
Hispanic/Latino	17	0	8	9	16	0	6	10	26	1	7	19	34	1%	6	28	46	1%	12	34
White	90	2	25	65	51	1	19	32	61	2	24	37	66	2%	26	40	74	2%	25	49
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	36	1%	11	25	36	2%	25	43
Did not self-identify	45	11	139	318	370	10	109	261	373	10	101	272	150	4%	38	112	120	4%	29	91
Total	405	100	896	3155	380	100	904	2897	380	100	902	2898	3813	100%	947	2866	3383	100%	864	2519

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



Cultural Diversity Program

Progress Report

Prepared by

Office of the Provost

Division of Student and Educational Services

March 2014

Executive Summary

This report and associated demographic data provided in Appendix A outline Frostburg State University's significant progress over the last six years toward achieving the objectives established in its 2008 Cultural Diversity Program. The University continues to implement and evaluate strategies and initiatives according to their contributions to the following diversity goals:

1. Recruit and Enroll a Growing Number of Undergraduate Minority and First Generation Students
2. Increase the Retention and Graduation Rates of Undergraduate Minority and First Generation Students
3. Enhance the Cultural Diversity of Faculty and Staff
4. Create a Campus Environment that Promotes the Valuing of Cultural Diversity
5. Promote the Understanding of International Cultures

Frostburg State University continues to commit resources to recruiting and enrolling a growing number of undergraduate minority and first-generation students (**Goal One**). The minority student population at Frostburg represented 36.5% of its overall undergraduate population in the fall of 2013. Additionally, the number of undergraduate minority students enrolled at the University has increased 43.7%, from a total of 1,196 minority undergraduates in fall 2008 to 1,719 in fall 2013.

One important strategy to increase minority enrollment is purchasing minority names from the pool of students who take the PSAT in their junior year of high school. Other strategies include University-sponsored bus trips to Frostburg from primarily minority high schools, college-readiness programs such as Upward Bound that help to prepare underrepresented students for postsecondary education at Frostburg, and the recruitment of minority students attending Maryland community colleges.

Over the last six years, the University has worked to increase the retention and graduation rates of undergraduate minority and first generation students (**Goal Two**). For the fall 2012 cohort of first-time, full-time students, the University's second-year retention rates for African Americans (80.0%) and minorities (78.0%) exceed that of the total student population (77.0%). The retention rates for all three of these groups has increased significantly - from 77.0% (cohort fall 2011) to 80.0% (cohort fall 2012) for African Americans, from 74.0% (cohort fall 2011) to 78.0% (cohort fall 2012) for all minorities, and from 72.0% (cohort fall 2011) to 77.0% (cohort fall 2012) for all first-time, full-time students. Six-year graduation rates also rose over the reporting period (cohort year 2006 to cohort year 2007): from 41.0% to 44.0% for African-Americans, from 39.0% to 43.0% for all minorities, and from 44.0% to 47.0% for all first-time, full-time students.

The University has implemented a number of new programs designed to increase further student retention and graduation rates. These programs include the Championship Forum, Student Support Services, the Beacon Early Alert System, the First-Year Experience Program, Closing the Achievement Gap, and potentially the Student Success Collaborative program. These programs emphasize intrusive advising, close academic monitoring and early intervention, professional tutoring, assistance with financial aid and career exploration, and other measures designed to help students succeed at the University. The University also plans to create a new comprehensive advising center designed to serve all undergraduates.

The Cultural Diversity Program involves strategies intended to increase the number of minority faculty and staff at the institution (**Goal Three**). As of November 2013, Frostburg State University's workforce consisted of 1,068 full and part-time employees (392 faculty and 676 staff members). The percentage of tenured/tenure-track minority faculty members remained constant at approximately 14.0% in both 2012 and 2013.

As part of its Cultural Diversity Program, the University has progressively implemented the EEO Compliance Office's Minority Recruitment Plan and Retention Strategies. Under this plan, all search committees must appoint a member to oversee minority recruitment efforts. In addition, job announcements are

sent to historically black institutions and a contact list is used within the Office of Human Resources to attract the most diverse applicant pool.

In November 2013, Frostburg's Office of Human Resources developed its Leadership Initiative Program to provide managers with training that will lead to greater employee advancement and retention. An important goal of this program is helping to build among Frostburg employees the skills required to manage an increasingly diverse workforce and assist in fostering an inclusive workplace environment characterized by fairness, understanding, and mutual respect and civility.

The action priorities of Frostburg's Cultural Diversity Program and its strategic plan help to build intercultural understanding and broaden cultural awareness on campus by encouraging students to engage with cultures different than their own (**Goal Four**). Two campus bodies that help to address these priorities are the President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI) and the Diversity Center.

The President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI) promotes 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 PACDEI has been actively engaged in implementing its strategic plan for AY 2013-2014. Work groups were established to focus on the council's four primary objectives: exploring student-focused issues; engaging students in a campus climate survey; creating a safe and welcoming campus environment; and supporting University efforts for the recruitment and retention of a culturally rich population of students, faculty, and staff. A full report will be issued at the end of the academic year.

The University's Diversity Center continues to work toward increasing students' cultural intelligence levels by helping them develop the skills needed to work effectively within Frostburg's diverse community and the greater global universe. The addition of an Assistant Director has increased significantly the visibility of the center, resulting in a more diverse population becoming aware of and utilizing its services.

The Diversity Center also 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. In addition, the center also serves as an advising and support resource for student organizations that focus on diversity issues. The organizations that worked directly with the center this past year were: the Black Student Alliance (BSA), the Latin American Student Organization (LASO), BTGlass, the Hillel (Jewish Student) organization, the National Council of Negro Women (NCNW) and Iota Phi Theta Fraternity, Inc. During this time period, the center was able to strengthen the Latin American Student Organization by providing direct, intense advising and support. This resulted in an increase in membership, programming, and visibility. Additionally, the center supported students in establishing a new organization, the Japanese Cultural Club.

The Diversity Center staff also collaborated with members of the President's Advisory Council on Gender-Based Violence to create a Safe-Zone Training program. During the fall 2013 semester, 41 faculty, staff, and students participated in the training, which was again offered in February 2014 in an effort to provide on-going support and training to Safe Zone mentors. The center also teamed up with the President's Advisory Council on Diversity, Equity, and Inclusion to hold several focus groups in an effort to hear from a variety of students about their experiences at Frostburg as well as their thoughts on the campus climate in relation to diversity, equity, and inclusion.

The Center for International Education (CIE) places an emphasis on recruiting international students in order to help promote the understanding of international cultures at Frostburg (**Goal Five**). The University enrolled 91 students from 21 countries in fall 2013. Since fall 2007, when only 28 international students attended the University, the number of international students at Frostburg has increased by 225 percent.

In 2013, Frostburg State University added strong partnerships with several overseas universities to increase international enrollment and further diversify the student body. The University also welcomed 63 exchange students and eight visiting exchange professors from partner universities. Students study English and academic courses in their major areas while visiting faculty members observe teaching methods and conduct research for their home institutions.

The CIE emphasizes academic success and intercultural interaction between international students and the campus community. Frostburg offers English as a Second Language (ESL) courses for international students to assist this process. Additionally, many cultural activities are offered each month on the campus to help integrate students and introduce intercultural communication. The CIE continues its strong support of intercultural interaction by planning a cultural fair each semester for international students to share their customs.

The CIE also works diligently toward increasing global opportunities for its students and faculty. A total of 55 students enrolled in study abroad programs in 2013. Center staff visited classrooms to promote study abroad, hosted the bi-annual study abroad information fair, held bi-weekly information sessions with prospective and past study abroad students, and promoted study abroad at Admissions open house events throughout the year. Each of these activities has been successful in increasing interest and enrollments.

The reporting period saw the creation of several faculty-led programs, which provided opportunities for faculty, staff, and students to study abroad. The College of Education study abroad focused on visiting the classrooms of Ireland to better understand teaching methods and concepts. The College of Business' Global Experiential Learning trips to China and Peru were open to all majors and focused on the business and leadership cultures of each respective country. Students visited local businesses and cultural landmarks, interacted with local culture, and attended leadership development conferences.

Another international opportunity for students and faculty at Frostburg State University is the President's Leadership Circle (PLC). The PLC is an elite group of exceptional students nominated by faculty and staff members. In the past, PLC students have testified in front of state legislature, shadowed the University President, networked with alumni, and made other lifetime connections. These experiences also include trips to China, the United Arab Emirates, Uganda, the Czech Republic, and Ecuador.

Frostburg State University continues to sponsor events that promote intercultural communication on campus. Monthly social and cultural activities offered by the CIE are designed to aid international students in the intercultural communication process. The programs of the Chinese Culture Club and the musical and theatrical performances sponsored by the Cultural Events Series program also help to promote greater intercultural communication and understanding on campus.

Introduction

Section I. Implementing and Evaluating Frostburg's Cultural Diversity Program

This report and associated demographic data provided in Appendix A outline Frostburg State University's significant progress over the last six years toward achieving the objectives established in its 2008 Cultural Diversity Program. The University continues to implement and evaluate strategies and initiatives according to their contributions to the following diversity goals:

1. Recruit and Enroll a Growing Number of Undergraduate Minority and First Generation Students
2. Increase the Retention and Graduation Rates of Undergraduate Minority and First Generation Students
3. Enhance the Cultural Diversity of Faculty and Staff
4. Create a Campus Environment that Promotes the Valuing of Cultural Diversity
5. Promote the Understanding of International Cultures

The second section of the report, *Increasing the Number of Traditionally Underrepresented Groups Among Students, Faculty, and Staff*, details strategies that promote cultural diversity by recruiting, enrolling, retaining, and graduating an increasing number of undergraduate minority and first generation students (Goals 1 and 2). Also evaluated are strategies that enhance the diversity of Frostburg's faculty and staff (Goal 3).

Cultural diversity is highly valued among all members of the campus community. Section III, *Creating Cultural Awareness among Students, Faculty, and Staff*, discusses and evaluates Frostburg's strategies to foster wide-ranging awareness of diversity issues (Goal 4), including those that help to increase sensitivity to global perspectives and ideas among campus constituencies (Goal 5).

Section II. Increasing the Number of Underrepresented Groups among Students, Faculty, and Staff

As part of its Cultural Diversity Program, Frostburg State University continues to commit significant resources to the recruitment, enrollment, and retention of students from underrepresented minority groups. In addition to strategies that strive to increase student diversity, several initiatives focus specifically on recruiting and retaining a diverse faculty and staff.

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

The minority student population at Frostburg represented 36.5% of its overall undergraduate population in the fall of 2013. Additionally, the number of undergraduate minority students enrolled at the University has increased 43.7%, from a total of 1,196 minority undergraduates in fall 2008 to 1,719 in fall 2013 - see Table 1 in Appendix A. African-American student headcount has grown by 26.7% over the last six years, from 1,004 in fall 2008 to 1,272 in fall 2013.

Enhancing Marketing and Recruitment Efforts that Target Underrepresented Students

The Admissions Office has consistently purchased a significant percentage of minority names over the last six years from the pool of students who take the PSAT in their junior year of high school. Table 1 shows that minorities represented 26.0% of the total names purchased for the fall 2008 entering freshman class, as compared to 29.1% for the fall 2013 class.

Table 1
Student Search Service Comparisons
Fall 2008 to Fall 2013

Race/ Ethnicity	Fall 2008 Entering Class		Fall 2009 Entering Class		Fall 2010 Entering Class		Fall 2011 Entering Class		Fall 2012 Entering Class		Fall 2013 Entering Class	
	N	%	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%	1,638	4.6%
African American/Black	5,150	13.7%	5,292	13.2%	5,709	13.9%	4,886	13.6%	4,951	13.8%	4,607	12.8%
Amer Ind or Alaska Nat	159	0.4%	167	0.4%	189	0.5%	165	0.5%	175	0.5%	189	0.5%
Asian	2,901	7.7%	3,423	8.6%	3,608	8.8%	3,384	9.4%	3,405	9.5%	3,651	10.2%
Hispanic/Latino	1,551	4.1%	1,843	4.6%	2,003	4.9%	1,812	5.0%	1,917	5.4%	2,016	5.6%
White	26,317	70.2%	27,671	69.3%	28,041	68.2%	24,348	67.7%	23,793	66.4%	23,787	66.3%
All	37,498	100.0%	39,955	100.0%	41,096	100.0%	35,976	100.0%	35,823	100.0%	35,888	100.0%

Data Source: PeopleSoft Queries F08, F09;orig SSS file F10, F11,F12,F13

Familiarizing Select High School Students, Teachers, and Administrators with Frostburg's Programs and Services

Over the reporting period, the Office of Admissions hosted approximately 450 prospective fall 2013 students during 15 different University-sponsored bus trips to Frostburg from primarily minority high schools. Additionally, 58.9% of prospective fall 2013 students attending Admissions-sponsored receptions were minorities (63 of 107 students).

Enhancing and Promoting College-Readiness Programs

College-readiness programs help to prepare underrepresented students for postsecondary education at Frostburg. Over the last three years, the grant-based Upward Bound program has served a total of 118 students, and 18.6% 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 Frostburg's Upward Bound Regional Math/Science Center. An average of 63% of program participants over the last five years self-identified as minorities. Of the 209 former program participants who graduated from high school by 2008, 192 (92%) subsequently enrolled at a college or university and 119 (62%) of those enrolled obtained a bachelor's or associate's degree. Fifty-seven percent (57%) of the degrees 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 recruit additional minority first-time students, the Office of Admissions also commits resources toward admitting more students who transfer to Frostburg from Maryland community colleges, and an increasing number of these transfer students are from minority groups. Table 2 shows the number of new minority transfer students has grown from a total of 50 students in fall 2008 to 134 in fall 2013, representing a 168% increase.

Table 2
Transfer Students by Race/Ethnicity
Fall 2008 to Fall 2013

Race/Ethnicity	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	N	%	N	%	N	%	N	%	N	%	N	%
Unknown	5	1.3%	7	1.7%	6	1.5%	3	0.6%	3	0.6%	5	1.0%
African American/Black	39	10.5%	56	13.5%	60	14.5%	85	18.1%	78	16.7%	86	17.0%
Amer Ind or Alaska Nat	1	0.3%	3	0.7%	.	.	1	.	1	.	1	.
Asian	4	1.1%	2	0.5%	2	0.5%	4	0.9%	8	1.7%	9	1.8%
Hisp/Latino	6	1.6%	7	1.7%	14	3.4%	15	3.2%	12	2.6%	18	3.6%
White	298	80.3%	311	74.8%	304	73.6%	318	67.7%	320	68.4%	309	60.9%
Other	18	4.9%	30	7.2%	27	6.5%	31	6.6%	34	7.3%	59	11.6%
Hawaiian	1	.	.	.
Two or More Races	13	2.8%	11	2.4%	20	3.9%
All	371	100.0%	416	100.0%	413	100.0%	470	100.0%	468	100.0%	507	100.0%

Data Source: Enrollment Information System File (EIS)

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

Over the last six years, the University has worked to increase the retention and graduation rates of undergraduate minority and first generation students. For the fall 2012 cohort of first-time, full-time students, the University's second-year retention rates for African Americans (80.0%) and minorities (78.0%) exceed that of the total student population (77.0%). The retention rates for all three of these groups increased significantly - from 77.0% (cohort fall 2011) to 80.0% (cohort fall 2012) for African Americans, from 74.0% (cohort fall 2011) to 78.0% (cohort fall 2012) for all minorities, and from 72.0% (cohort fall 2011) to 77.0% (cohort fall 2012) for all first-time, full-time students. Six-year graduation rates also rose over the reporting period (cohort year 2006 to cohort year 2007): from 41.0% to 44.0% for African-Americans, from 39.0% to 43.0% for all minorities, and from 44.0% to 47.0% for all first-time, full-time students.

The University has implemented a number of new programs intended to increase student retention and graduation rates, including *The Championship Forum*, Student Support Services, the Beacon Early Alert System, the First-Year Experience Program, Closing the Achievement Gap, and potentially the Student Success Collaborative program. Frostburg also plans to create a new comprehensive advising center designed to serve all undergraduates.

The Championship Forum Program

For a second year, Frostburg was awarded a Maryland College Access Challenge Grant in the amount of \$32,111 to operate a program with the purpose of improving the persistence rate of Pell-awarded, academically at-risk freshman and sophomore male students. The target enrollment was 50 students. The main components of the program, entitled *The Championship Forum*, are: intrusive advising with academic coaches; mandatory workshops covering financial literacy, learning strategies, and personal growth topics; and weekly study hall sessions. Participants who fulfill program requirements are eligible for stipends of \$250 each semester. The original grant period was March 2013 to February 2014, and the University was awarded another Maryland College Access Challenge Grant in March 2014 for the period March 2014 to April 2015. Of the 52 students who participated in the program of fall 2013:

- 86.5% (45 of 52) identified as African-American, Hispanic, or multi-racial
- 92.3% are in good academic standing with a minimum cumulative GPA of 2.0
- 88.5% (46 of 52) returned for the spring 2014 semester

Student Support Services

Student Support Services (SSS) is an educational opportunity program funded by the U.S. Department of Education that serves 275 eligible Frostburg State University students. The program's mission is to provide services to students who are academically-underprepared, low income, first generation, or with disabilities in an effort to foster a supportive environment and help them persist to graduation. The services of SSS include intrusive advising, professional tutoring, academic monitoring through Beacon early alert system (see below), academic skills instruction, assistance with financial aid, and career exploration. The following represent relevant SSS participant data:

- 89.6% of AY 2013-2014 SSS participants were first-generation students
- 67.7% of AY 2013-2014 SSS participants are minority
- 89.3% of fall 2011 cohort of first-time, full-time students who participated in Student Support Services were retained in fall 2013
- 93.2% of all AY 2011-2012 SSS participants were in good academic standing
- 55.6% of the fall 2007 cohort of first-time, full-time students who participated in SSS graduated within six years

Beacon Early Alert System

Frostburg has seen a dramatic increase in the number of faculty and staff utilizing the Beacon early alert system - from 71 users in spring 2013 to 142 in spring 2014. As a result, there has been a marked increase in communication among faculty, students, advisors, and academic support staff regarding students who are struggling academically. Early intervention with students who are dealing with a difficult transition to college or who are not familiar with college expectations and procedures, as is often the case with first-generation students, can mean the difference between persistence and attrition. For the future, the University plans to:

- Expand campus-wide use of Beacon and explore the feasibility of participating in the Education Advisory Board's Student Success Collaborative for at-risk students
- Provide workshops and trainings for faculty and staff who advise and teach freshmen
- Devise a method to ensure updates and alerts are read and addressed in a timely and appropriate manner
- Ensure an administrative structure capable of supporting full-scale implementation
- Devise protocols to isolate data on students in traditionally underrepresented groups targeted under the Achievement Gap
- Encourage faculty and staff to more routinely report students who are demonstrating various levels of disengagement, including such indicators as failure to complete assignments and missing classes.

First-Year Experience Program

The University continues to recognize the critical nature of students' first year on campus and provides opportunities to better integrate them into campus life, both socially and academically. Frostburg is currently conducting a thorough review of its First-Year Experience (FYE) program that includes analysis of retention rates and academic performance. Results of this assessment will be used to improve upon the FYE program, maximize the benefits of the current Introduction to Higher Education (IHE) course and learning communities, and strengthen retention rates into sophomore year. For the future, the University plans to:

- Enhance and identify programs for second-semester freshmen
- Further define the roles of the IHE and academic advisors, including strategies such as intrusive and strengths-based advising

- Devise initiatives to maintain students' level of engagement through the sophomore year, to include a requirement that freshmen and sophomores live on campus
- Study and identify issues relative to the process for the declaration of major
- Identify how academic departments welcome and orient students to their majors and make recommendations for improving this process
- Study student cohorts with developmental placements
- Enhance the Peer Advisor/Mentor program for students to build networks on campus and help them to reach their potential
- Study benefits for mentors and mentees
- Identify academic coaches for students violating alcohol and drug policies

Closing the Achievement Gap

Frostburg State University's Closing the Achievement Gap initiative places a priority on at-risk students' progression and timely graduation. The following are overall strategies to help facilitate student success, primarily for lower income African-American and Latino students, as well as males:

- Increasing financial support for low income students
- Establishing fundraising initiatives specific to scholarships for Achievement Gap students
- Seeking grant funding from MHEC, USM, and other governmental and private entities
- Providing more opportunities for student on-campus employment
- Establishing a program to raise students' financial literacy
- Informing faculty and staff of financial aid opportunities, rules, and regulations
- Incorporating alumni giving in the available funding for students in need
- Establishing new scholarships with public funds, such as the Allegany County Opportunity Scholarship

Student Success Collaborative

The University is also currently exploring the feasibility of participating in the Student Success Collaborative. Offered by the Education Advisory Board, this program includes data analytics and predictive modeling that mine University data to identify at-risk students and uncover systemic obstacles to degree completion. By participating in this program, Frostburg will be able to more systematically identify critical courses and grades that predict the likelihood of student success in specific majors. Consistent and informed use of this information could significantly improve academic advising on campus.

New Academic Advising Center

The University plans to create a new comprehensive advising center designed to serve all undergraduates. This Academic Advising Center will provide a system of individualized advising and intervention to assist students in developing strategies for personal problem solving. The center will also monitor freshmen student engagement through a support network that will include faculty, academic advisors, coaches, and peer mentors. Frostburg is confident that the center's successful implementation will significantly improve both retention and graduation rates.

Goal Three: Enhance the Cultural Diversity of Faculty and Staff

As of November 2013, Frostburg State University's workforce consisted of 1,068 full and part-time employees (392 faculty and 676 staff members). The percentage of tenured/tenure-track minority faculty members remained constant at approximately 14.0% in both 2012 and 2013 - see Table 2 in Appendix A. Also for 2013, non-tenure/tenure-track minority faculty members were employed at a rate of 6.2% (a 1.4% increase

from 2012) and minority staff members at a rate of 5.0% (a 2.1% decrease from 2012) - see Table 3 in Appendix A.

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

As part of its Cultural Diversity Program, the University has progressively implemented the EEO Compliance Office's Minority Recruitment Plan and Retention Strategies. Under this plan, all search committees must appoint a member to oversee minority recruitment efforts. In addition, job announcements are sent to historically black institutions and a contact list is used within Office of Human Resources to attract the most diverse applicant pool.

In November 2013, Frostburg's Office of Human Resources developed its Leadership Initiative Program to provide managers training that will lead to increased employee advancement and retention. The goals of this program include:

- Enhancing participant knowledge, skills, and competencies in leadership while developing their ability to manage change.
- Improving supervisory skills, methods, and practices.
- Increasing awareness of supervisory styles and developing increased ability to adapt to different styles of behavior.
- Raising awareness of conflict styles and effective approaches to conflict resolution.
- Building a fundamental understanding of current employment, labor laws, and regulations that impact the workplace.
- Helping to build the skills required to manage an increasingly diverse workforce and assist in fostering an inclusive workplace environment characterized by fairness, understanding, and mutual respect and civility.

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

Within the Academic Affairs Division, 33 faculty searches were conducted in FY 2014, with 2.4% of the positions filled by minority applicants. In the College of Arts and Sciences, two Asian faculty members were added to the Physics and Engineering department. The Computer Science department also added two Asian faculty members. Three Asian faculty members were hired within the College of Business, and the College of Education added one non-tenure track Black/African American faculty member. The University administration conducted 35 searches in FY 2014. Of these searches, minorities filled 1.5% of the hires.

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

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

The action priorities of Frostburg's Cultural Diversity Program and its strategic plan help to build intercultural understanding and broaden cultural awareness on campus by encouraging students to engage with cultures different than their own. Two campus bodies that help to address these priorities are the President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI) and the Diversity Center.

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

The President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI) promotes 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 PACDEI has been actively engaged in implementing its strategic plan for AY 2013-14. Work groups were established to focus on the

council's four primary objectives: exploring student-focused issues; engaging students in a campus climate survey; creating a safe and welcoming campus environment; and supporting University efforts for the recruitment and retention of a culturally rich population of students, faculty, and staff. A full report will be issued at the end of the academic year.

The University Diversity Center

The University's Diversity Center continues to work toward increasing students' cultural intelligence levels by helping them develop the skills needed to work effectively within Frostburg's diverse community and the greater global universe. The addition of an Assistant Director has increased significantly the visibility of the center, resulting in a more diverse population becoming aware of and utilizing its services. The center continues to hold monthly themed-based "information tables" in the Lane University Center to disseminate information and to reach out to more students and staff as they traveled through the center.

The Diversity Center continues to offer activities, workshops, and programs to help students, faculty, and staff develop a better understanding of cultural differences and respect for individuals with backgrounds different from their own. Workshops were held for students, faculty, and staff as part of the University's affiliation with the National Coalition Building Institute, Inc. (NCBI). All first-year, first-time students were required to attend a two-hour introduction workshop offered through the Introduction to Higher Education course. The center continued to offer the violence prevention workshop model during the *Enough is Enough* campaign, training approximately 60 Residence Life Office staff in August 2013. Additionally, the annual diversity retreat was held in October 2013 with 45 student participants and four facilitators. Workshops and programming were also provided to individuals involved in Greek life and student activities.

In addition, the center serves as an advising and support resource for student organizations that focus on diversity issues. The organizations that worked directly with the center this past year were: the Black Student Alliance (BSA), the Latin American Student Organization (LASO), BTGlass, the Hillel (Jewish Student) organization, the National Council of Negro Women (NCNW) and Iota Phi Theta Fraternity, Inc. During this time period, the center was able to strengthen the Latin American Student Organization by providing direct, intense advising and support. This resulted in an increase in membership, programming, and visibility. Additionally, the center supported students in establishing a new organization, the Japanese Cultural Club.

The Diversity Center staff also collaborated with members of the President's Advisory Council on Gender-Based Violence to create a Safe-Zone Training program. During the fall 2013 semester, 41 faculty, staff, and students participated in the training, which was again offered in February 2014 in an effort to provide on-going support and training to Safe Zone mentors.

The center also teamed up with the President's Advisory Council on Diversity, Equity, and Inclusion to hold several focus groups in an effort to hear from a variety of students about their experiences at Frostburg as well as their thoughts on the campus climate in relation to diversity, equity, and inclusion. During the fall 2013 semester, four focus groups were held with 32 students participating. Additional focus groups were scheduled for the spring 2014 semester. All of this is in preparation for a campus climate survey to be distributed to students during the spring 2014 semester.

Goal Five: Promote the Understanding of International Cultures

The University's Center for International Education (CIE) places an emphasis on recruiting international students in order to help promote the understanding of international cultures at Frostburg. The University enrolled 91 students from 21 countries in fall 2013. Since fall 2007, when only 28 international students attended the University, the number of international students at Frostburg has increased by 225 percent.

Increasing the Number of International Students

In 2013, Frostburg State University added strong partnerships with several overseas universities to increase international enrollment and further diversify the student body:

- Global Leadership University, Mongolia
- Kyung Hee University, South Korea
- Anhui Business College of Vocational Technology, China
- Xidian University, China
- King's College, Nepal
- ESC Rennes School of Business, France
- La Rochelle Business School, France

Frostburg State University welcomed 63 exchange students and eight visiting exchange professors from partner universities throughout 2013. Students study English and academic courses in their major areas while visiting faculty members observe teaching methods and conduct research for their home institutions.

The CIE emphasizes academic success and intercultural interaction between international students and the campus community. Frostburg offers English as a Second Language (ESL) courses for international students to assist this process. Additionally, many cultural activities are offered each month on campus to help integrate students and introduce intercultural communication. The CIE continues its strong support of intercultural interaction by planning a cultural fair each semester for international students to share their customs.

Enhancing International Programming

Throughout 2013, the Frostburg community and the Center for International Education created programs to facilitate intercultural communication, including:

- The CIE held two study abroad/cultural events that combined promoting study abroad with showcasing intercultural communication. International students from all countries participated and many American students learned about study abroad opportunities at Frostburg.
- In February 2013, one of the University's partners, Dongfang College, visited the Frostburg campus. The associated cultural variety show showcased the talents of the visitors, current international students, and American students.
- The College of Education study abroad group that visited Denmark hosted a presentation to speak about their experiences.
- In December 2013, the Chinese and Taiwanese students held a cultural event that showcased food, music, calligraphy, and art from their cultures.

Increasing the Number of International Opportunities for Students and Faculty

The Center for International Education works diligently toward increasing global opportunities for its students and faculty. A total of 55 students participated in study abroad programs in 2013. Center staff visited classrooms to promote study abroad, hosted the bi-annual study abroad information fair, held bi-weekly information sessions with prospective and past study abroad students, and promoted study abroad at Admissions open house events throughout the year. Each of these activities has been successful in increasing interest and enrollments.

The reporting period saw the creation of several faculty-led programs, which provided opportunities for faculty, staff, and students to study abroad. Thirty-eight students from the colleges of Education and Business traveled to Ireland, Peru, and China in conjuncture with the Center for International Education. College of Education study abroad focused on visiting the classrooms of Ireland to better understand teaching methods

and concepts. The College of Business' Global Experiential Learning trips to China and Peru were open to all majors and focused on the business and leadership cultures of each respective country. Students visited local businesses and cultural landmarks, interacted with local culture, and attended leadership development conferences.

President's Leadership Circle

Another international opportunity for students and faculty at Frostburg State University is the President's Leadership Circle (PLC). The PLC is an elite group of exceptional students nominated by faculty and staff members. In the past, PLC students have testified in front of state legislature, shadowed the University President, networked with alumni, and made other lifetime connections. These experiences also include trips to China, the United Arab Emirates, Uganda, the Czech Republic, and Ecuador.

In AY 2013-2014, the President's Leadership Circle has been honed into the twelve top performing student leaders on our campus. These students were divided into three smaller groups to partake in unique experiential learning opportunities. The first group traveled to California in the summer of 2013 to participate in the *Generation Waking Up* Summer Leadership Training. The second group traveled in fall 2013 to Dubai in the United Arab Emirates (UAE) where they met with other students from around the world and took advantage of opportunities to better understand Arabian cultures. They traveled the deserts on safari, visited mosques, and participated in simulated court proceedings using Sharia law. The third group will be traveling to Uganda in March 2014 to assist the Water School in Nebbi and Tororo with water purification.

Promoting Intercultural Understanding

Frostburg State University continues to sponsor events that promote intercultural communication on campus. Monthly social and cultural activities offered by the CIE are designed to aid international students in the intercultural communication process. In addition, several other organizations strive to bring cultures together across campus:

- The Chinese Culture Club (CCC) held two main events celebrating the Chinese New Year with Friends of West Side Elementary and a Chinese/Taiwanese Cultural event that included music, food, calligraphy, history, and culture.
- The Cultural Events Series program also helped to promote intercultural communication and understanding by bringing international artists to campus. These events have included the following performers over the reporting period:
 - The Vienna Boys Choir - Austria
 - Sean Keane & Friends - Ireland
 - Pedrito Martinez Group – Afro-Cuban Music



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 2014

Appendix A

Frostburg State University

Comparison Tables for Faculty, Staff, and Students

Table 1
Student Headcount by Career

		Fall 2008				Fall 2009				Fall 2010				Fall 2011				Fall 2012				Fall 2013			
		Male	Female	All	%	Male	Female	All	%	Male	Female	All	%	Male	Female	All	%	Male	Female	All	%	Male	Female	All	%
		N	N	N	%	N	N	N	%	N	N	N	%	N	N	N	%	N	N	N	%	N	N	N	%
Graduate / Doctorate	Unknown	3	10	13	2.05	5	9	14	2.22	2	.	2	0.33	3	1	4	0.57	4	5	9	1.14	18	13	31	4.03
	African American/Black	6	11	17	2.69	9	11	20	3.17	15	17	32	5.3	11	18	29	4.15	20	21	41	5.19	16	30	46	5.97
	Amer Ind or Alaska Nat	.	2	2	0.32	1	2	3	0.48	2	2	0.25	.	2	2	0.26
	Asian	2	2	4	0.63	1	2	3	0.48	4	4	8	1.32	5	6	11	1.58	11	7	18	2.28	12	5	17	2.21
	Hisp/Latino	.	4	4	0.63	.	4	4	0.63	3	5	8	1.32	2	6	8	1.15	3	6	9	1.14	6	6	12	1.59
	White	207	378	585	92.4	168	404	572	90.8	168	372	540	89.4	231	379	610	87.4	242	423	665	84.18	231	394	625	81.17
	Other	1	7	8	1.26	6	8	14	2.22	9	5	14	2.32	20	12	32	4.58	25	11	36	4.56	16	11	27	3.51
	Native Hawaiian or Pac Island	1	.	1	0.13	1	.	1	0.13
	Two or More Races	2	2	4	0.57	3	6	9	1.14	4	5	9	1.17
	All	219	414	633	100	190	440	630	100	201	403	604	100	274	424	698	100	309	481	790	100	304	466	770	100
Undergraduate	Unknown	50	53	103	2.25	46	60	106	2.23	16	12	28	0.58	18	21	39	0.82	27	22	49	1.06	28	24	52	1.11
	African American/Black	501	503	1004	21.9	551	576	1127	23.7	557	572	1129	23.2	592	563	1155	24.4	602	559	1161	25.07	663	609	1272	27.04
	Amer Ind or Alaska Nat	6	9	15	0.33	9	9	18	0.38	7	6	13	0.27	6	5	11	0.23	3	1	4	0.09	3	2	5	0.11
	Asian	47	34	81	1.77	44	33	77	1.62	47	28	75	1.54	31	17	48	1.01	38	18	56	1.21	31	28	59	1.25
	Hisp/Latino	58	38	96	2.1	69	54	123	2.59	98	90	188	3.86	79	76	155	3.28	76	67	143	3.09	100	110	210	4.46
	White	1695	1555	3250	70.9	1683	1574	3257	68.5	1744	1640	3384	69.5	1591	1508	3099	65.5	1506	1459	2965	64.03	1448	1398	2846	60.50
	Other	11	22	33	0.72	14	33	47	0.99	20	29	49	1.01	24	34	58	1.23	30	39	69	1.49	42	45	87	1.85
	Native Hawaiian or Pac Island	7	3	10	0.21	6	6	12	0.26	3	2	5	0.11
	Two or More Races	66	90	156	3.3	80	92	172	3.71	83	85	168	3.57
	All	2368	2214	4582	100	2416	2339	4755	100	2489	2377	4866	100	2414	2317	4731	100	2368	2263	4631	100	2401	2303	4704	100
All		2587	2628	5215	100	2606	2779	5385	100	2690	2780	5470	100	2688	2741	5429	100	2677	2744	5421	100	2705	2769	5474	100

Source: P409 Student Enrolled Population Files; Office of Planning, Assessment, and Institutional Research

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

		Year																							
		2008				2009				2010				2011				2012**				2013**			
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	%	Male N	Female N	All N	%
Non-Tenure Track	Unknown	1	1	2	1.27	1	.	1	0.64	1	.	1	0.56
	African American/Black	1	1	2	1.34	.	2	2	1.34	1	1	2	1.27	.	2	2	1.20	.	3	3	1.69
	Amer Ind or Alaska Nat	1	1	0.56	
	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	1	2	3	1.69
	Hisp/Latino	.	1	1	0.67	.	3	3	2.01	.	4	4	2.53	.	3	3	1.91	.	4	4	2.41	1	3	4	2.25
	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	80	84	164	92.13
	Other	1	2	3	1.9	.	1	1	0.64	1	.	1	0.60	2	.	2	1.12
	Native Hawaiian or Pac Island	1	1	0.63
	All	71	78	149	100	67	82	149	100	71	87	158	100	69	88	157	100	78	88	166	100	85	93	178	100
Tenure/ Tenure Track	Unknown	1	.	1	0.48	.	2	2	0.94
	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	6	2	8	3.74
	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	12	7	19	8.88
	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	1	2	3	1.40
	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	111	73	184	85.98
	Other	2	2	4	1.92	4	2	6	2.83
	All	129	80	209	100	133	78	211	100	130	78	208	100	128	84	212	100	125	87	212	100	130	84	214	100
	All	200	158	358	100	200	160	360	100	201	165	366	100	197	172	369	100	203	175	378	100	215	177	392	100

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.

** 2012 and 2013 data reflect the Maryland Higher Education Commission's Standard Occupational Classifications.

Appendix A

Frostburg State University

Comparison Tables for Faculty, Staff, and Students

Table 3
Staff By Principle Occupational Assignment

		Year															
Occupational Code	Race/Ethnicity*	2008				2009				2010				2011			
		Male N	Female N	All N	%	Male N	Female N	All N	%	Male N	Female N	All N	%	Male N	Female N	All N	%
Exec/Admin/Mngr	Unknown	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	African American/Black	2	1	3	5.26	2	1	3	5.17	2	1	3	5.17	2	1	3	5.56
	Amer Ind or Alaska Nat	1	-	1	1.75	-	-	-	-	-	-	-	-	-	-	1	0.41
	Asian	-	-	-	-	-	-	-	-	1	-	1	1.72	1	-	1	1.85
	Hisp/Latino	-	-	-	-	-	-	-	-	-	-	-	-	-	2	3	1.22
	White	36	17	53	92.98	35	20	55	94.83	33	21	54	93.1	30	20	50	92.6
	All	39	18	57	100	37	21	58	100	36	22	58	100	33	21	54	100
Professional	Unknown	-	-	-	-	-	1	1	0.65	2	2	4	2.42	2	2	4	2.47
	African American/Black	3	3	6	4.05	4	5	9	5.81	6	4	10	6.06	5	4	9	5.56
	Amer Ind or Alaska Nat	1	-	1	0.68	1	-	1	0.65	1	-	1	0.61	1	-	1	0.62
	Asian	3	-	3	2.03	3	-	3	1.94	2	-	2	1.21	2	-	2	1.23
	Hisp/Latino	-	1	1	0.68	-	-	-	-	-	1	1	0.61	-	1	1	0.62
	White	59	78	137	92.57	60	81	141	90.97	61	84	145	87.9	59	85	144	88.9
	Other	-	-	-	-	-	-	-	-	2	-	2	1.21	1	-	1	0.62
Clerical	All	66	82	148	100	68	87	155	100	74	91	165	100	70	92	162	100
	Unknown	-	2	2	1.11	-	2	2	1.05	-	-	-	-	5	5	10	5.41
	African American/Black	3	8	11	6.11	1	7	8	4.19	-	6	6	3.45	-	2	2	1.08
	Asian	-	2	2	1.11	-	3	3	1.57	1	1	2	1.15	1	1	2	1.08
	Hisp/Latino	1	-	1	0.56	1	-	1	0.52	2	1	3	1.72	2	1	3	1.62
	White	17	147	164	91.11	25	152	177	92.67	24	137	161	92.5	24	142	166	89.7
	Other	-	-	-	-	-	-	-	-	1	-	1	0.57	-	-	-	-
Technical	Two or More Races	-	-	-	-	-	-	-	-	-	1	1	0.57	-	2	2	1.08
	All	21	159	180	100	27	164	191	100	28	146	174	100	32	153	185	100
	Hisp/Latino	1	-	1	2	1	-	1	2.17	1	-	1	2.22	1	-	1	2.27
	White	25	24	49	98	24	21	45	97.83	26	18	44	97.78	26	17	43	97.7
	All	26	24	50	100	25	21	46	100	27	18	45	100	27	17	44	100
	Unknown	1	-	1	2.86	-	-	-	-	-	-	-	-	-	-	-	-
	African American/Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Skilled Crafts	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Hisp/Latino	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	White	33	1	34	97.14	34	1	35	100	36	1	37	100	36	1	37	100
	All	34	1	35	100	34	1	35	100	36	1	37	100	36	1	37	100
	Unknown	-	1	1	1.14	-	-	-	-	-	1	1	1.3	2	2	4	4.55
	African American/Black	-	3	3	3.41	-	3	3	3.53	-	2	2	2.6	-	1	1	1.14
	Asian	-	1	1	1.14	-	1	1	1.18	-	1	1	1.3	-	1	1	1.14
Serv/Maint	White	48	35	83	94.32	45	36	81	95.29	36	37	73	94.8	45	37	82	93.2
	All	48	40	88	100	45	40	85	100	36	41	77	100	47	41	88	100
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	African American/Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Hisp/Latino	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	White	48	35	83	94.32	45	36	81	95.29	36	37	73	94.8	45	37	82	93.2
All	All	234	324	558	100	236	334	570	100	237	319	556	100	245	325	570	100
	Unknown	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	African American/Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Hisp/Latino	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	White	48	35	83	94.32	45	36	81	95.29	36	37	73	94.8	45	37	82	93.2
	All	48	40	88	100	45	40	85	100	36	41	77	100	47	41	88	100

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 through Fall 2013 data based on the new race/ethnicity codes.

** 2012 and 2013 data reflect the Maryland Higher Education Commission's Standard Occupational Classifications.

SALISBURY UNIVERSITY

PROGRESS REPORT ON INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY

February 2014

Cultural Diversity Planning at Salisbury University

INTRODUCTION

Salisbury University's strategic plan for 2009-2013 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 of the existing plan.

As we have spent the last year developing our updated draft strategic plan, the University's value of cultural diversity has been reaffirmed. Once finalized the strategic plan for 2014-2019 will again weave the cultural diversity focus into each goal.

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

The core values of Salisbury University are:

- excellence
- student-centeredness
- learning
- community
- civic engagement
- diversity

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

CULTURAL DIVERSITY AT SU

Since its founding in 1925, Salisbury University has traditionally attracted primarily white students, faculty, and staff. Recognizing a need to increase students' opportunities to gain competency in learning about and working with diverse cultures and expanding access to college, SU President Janet Dudley-Eshbach launched a cultural diversity initiative when she arrived on campus in 2000. In her initial letter to the campus Dr. Dudley-Eshbach stated: "What needs to happen on this campus is no less than a transformation in terms of inclusiveness, campus climate, and dialogue within our SU community," and she announced the creation of an Office of Diversity (enhanced in 2013 to become the Office of Institutional Equity: Fair Practices, Diversity and Inclusion).

Under Dr. Dudley-Eshbach's leadership, SU has made great strides towards becoming a diverse, inclusive campus. President Dudley-Eshbach's vision of diversity extends to faculty, staff, and students, and includes geographic diversity. Our enrollment of 8,643 includes 2,031 minority students, an increase of 157 minority students (8.4%) over fall 2012. Minority students now make up 24% of our student population (based on students that have identified a race/ethnicity category).

President Dudley-Eshbach's emphasis on the importance of international education has helped bring an increasingly international profile to our student body. The fall 2013 student

population includes students from 63 foreign countries. Of these students, 119 are nonresident aliens (a substantial increase from 86 in 2012).

An increased effort to recruit students of diverse backgrounds is only part of the success story at SU; we also continue to work hard to retain diverse students after they have arrived. The successful and growing intercultural orientation program for students of diverse backgrounds referred to as Powerful Connections Program assists under-represented, first-year students with the successful transition to college-level work and facilitates their sense of connectedness to the University community. Our TRiO grant, in its fourth full year of implementation, offers assistance for first-generation, low-income, and differently-abled students at SU. 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.

SU offered several opportunities for faculty and staff professional development and training in areas related to creating and sustaining a diverse campus. Topics included Sexual Harassment Prevention, Prevention of Discrimination and Other Forms of Harassment and Teaching in a Diverse Classroom. With the assistance of professional training facilitators Workplace Answers, SU launched a comprehensive Title IX online training program to include all Faculty, Staff, and student employees.

GRANTS AND SPONSORED RESEARCH

US Dept. of Education – TRiO-Achieve SSS – Year 4 of 5, \$196,446 - Project to assist underserved, low-income, first-generation, and students with disabilities to increase academic success and increase graduation rates.

US Dept. of Education – Office of English Language Acquisition – Year 3 of 5, \$400,000 Training and retaining Grades K-12 Eastern Shore Teachers –TARGET (Phase II) – The project targets STEM and content-area, middle/high-school teachers and aims to provide TESOL training to instigate improved English learner college-bound rates.

Race to the Top/MSDE - \$5,000 – Year 3 of 4. Teach for Maryland – preparing teachers to teach in high poverty/high minority schools. This project will assist teachers and teacher candidates in developing an understanding and implementation of Developmentally Appropriate Practices in early childhood education in four elementary schools in Wicomico County.

NEA/MSDE - \$55,000. Maryland Summer Center for the Arts program. Over 10% of the funds are devoted to underserved, low income students for the two week residential arts program at Salisbury University.

Jack Kent Cooke/MDSE - \$30,000 for MSCA- partial funding for use in 2013 summer center program. We do not have official notice from MSDE yet but 20-24k will be used for scholarship of underserved student population.

NSF Grant - Building on SU's strong tradition of science and math outreach, undergraduate research, and teaching innovation, Dr. Tom Jones (former SU provost and Henson School dean) and others applied for and won a \$996,303 grant from the National Science Foundation (NSF) in 2010 to increase the number of students in five of our STEM majors (chemistry, computer science, earth science, mathematics and physics). SU has had tremendous increases in applications to our targeted STEM majors and enrollments are up by about 37% overall in these majors. Enrollments are up more than 60% in computer science and physics. The number of graduates from our targeted STEM majors is also up significantly, and we anticipate being on target to meet or exceed our goal of a 75% increase by 2015 when the NSF grant ends.

The Sankofa Project: Salisbury University of Ghana at Legon; this is made possible through James King of the English Department. The sponsor of this grant is the U.S. Department of Education.

The Tournées Film Festival: Contemporary French cinema comes to Salisbury University from September 21-23 as part of the French American Cultural Exchange's Tournées Festival. \$1,800.

ShoreCorps/PALS, a State AmeriCorps program, funded in part by the Governor's Office on Service and Volunteerism. ShoreCorps/PALS members meet critical needs in their communities by working with children and youth as well as increasing the capacity of their service sites. Lasting social change requires a commitment. ShoreCorps/PALS members are up to the challenge of committing to one year of service to strengthen communities, encourage responsibility, and to expand opportunity.

Women's History Month: Misty Copeland, Dance Artist; was awarded a grant of \$225.00 through the Salisbury Wicomico Arts Council.

A Multi-Cultural Comparison of an End-of-Life Decision-Making Educational Intervention Katherine Hinderer, Ph.D. Assistant Professor, Nursing; Hinderer is exploring the effects of an advanced care planning (ACP) educational intervention on knowledge, attitudes and advanced directive (AD) completion rates in community-dwelling adults from different cultural backgrounds. \$4,974

Franklin P. Perdue School of Business has been tasked with building a massive database and a series of dashboards for the Mid-Shore Mental Health Services, Inc. that will help them coordinate the mental health care services provided by a large number of service providers in a four-county market area. \$4,900.

BEACON by the Rural Maryland Council. The goal is to develop a regional vision document to be presented to the Tri-County Council of the Lower Eastern Shore and shared with all local governments, which can serve as the community's blueprint for the future in the broadest sense. \$1,250.

BEACON was sponsored by the Worcester County Board of Education for Math and Science Partnership Grant Evaluation – 14 counties. Supports innovative partnerships to improve K-12 student achievement in mathematics and science. MSP projects are expected to both raise the achievement levels of all students and significantly reduce achievement gaps in the mathematics and science performance of diverse student populations. Successful projects serve as models that can be widely replicated in educational practice to improve the mathematics and science achievement of all the nation's students. \$107,675.

Cultural Affairs through the sponsorship of the Mid-Atlantic Arts Foundation brought the following events to SU's campus: Dance Brazil Tour (\$6,000), Andy Statman Trio, Corey Harris Trio, Spanish Harlem Orchestra, Red Molly, and the Salisbury Wicomico Arts Council sponsored the Tibetan Monk Residency and Mandala Creation.

STEM Mentoring, Awareness, Retention, and Transfer Program; part of the National Defense Education Program; The Science, Mathematics And Research for Transformation (SMART) Scholarship for Service Program is an opportunity for students pursuing an undergraduate or graduate degree in Science, Technology, Engineering, and Mathematics (STEM) disciplines to receive a full scholarship and be gainfully employed upon degree completion. \$11,397.

The Social Work Department of the Seidel School was granted funds for Early Mental Health Consultation for Children (EMHC), as well as The Lower Shore Child Care Resource Center

sponsored by SU, with funding from various sources including the MSDE. The mental health program also receives some of its funding from the Board of Education.

UNIVERSITY GOVERNANCE: CONSORTIUM CULTURAL DIVERSITY COMMITTEE MEETS THROUGHOUT THE CALENDAR YEAR

The Cultural Diversity Committee: This committee provides structure and develops procedures for successful diversity recruitment and retention at Salisbury University by facilitating the development and maintenance of a campus environment that provides support services and programs to ensure students, faculty, and staff are given the opportunities to be recruited, retained and remain successful.

INTERNATIONAL EDUCATION

Salisbury University's International Education initiatives represent a strategic complement to the University's comprehensive diversity efforts by attracting a more diverse student body and faculty to the main campus in Salisbury, Maryland, and by structurally exposing students to people and places around the world as part of their academic curriculum. The following represents highlights of successes in the University's international portfolio during 2013:

- Total enrollment of non-immigrant international students (as defined by Department of Education) increased by 47% from fall 2012 to fall 2013 from 140 to 206.
- Total enrollment of non-immigrant international students (as defined by Department of Education) climbed to approximately 2.4% of total enrollment, a new record.
- Enrollment in English Language Institute (ELI) increased 123% from 49 students in fall 2012 to 109 students in fall 2013.
- Some 33 degree-seeking undergraduates and graduate students have graduated from ELI and entered academic programs by the end of 2013.
- ELI designed new tracks for international students:
 - ASPIRE program – for students who intend to enroll as degree-seeking undergraduates
 - PATHWAYS program – for students who intend to enroll as degree-seeking graduate students
 - LEAP program – semester-long study abroad program for students looking for a cultural experience in America
 - SAYA program – year-long study abroad program for students looking for a cultural experience in America
 - ISAP program – month-long summer study abroad program for students looking for a cultural experience in America
- The ELI now ranks fourth, behind New Jersey, Delaware, and Pennsylvania, as a source for non-resident students enrolled in undergraduate and graduate degree programs at SU. The ELI employs six full-time teaching faculty, 10-12 part-time instructors, and a small administrative team.
- Anqing Normal University (ANU) in China currently enrolls 50 sophomores and 60 freshmen in the 3+1 dual degree program in Interdisciplinary Studies and 60 additional freshmen in the 2+2 dual degree program in Economics. The first two cohorts of 30 junior Economics majors and 30 senior IDIS majors are expected on campus for fall 2015. ANU and SU will sign a third articulated transfer agreement for a 2+2 in Physics during spring 2013.

- Xinhua College of Sun yat-Sen University in China signed an Agreement with SU for a 3+1 dual degree program in Interdisciplinary Studies with the first eight students expected to arrive at SU fall 2014.
- Welcomed first three transfer students in spring 2013 from 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.
- Launched a new structured recruiting program in South Korea funded by the ELI. Initial results were large cohorts of visiting Korean study abroad students during fall 2013 in the ELI, 71 students total. New bilateral exchange agreements also emerged.

INTERNATIONAL FACULTY MOBILITY

- SU welcomed a continuing flow of J-1 Visiting Scholars to teach with the faculty.
 - The International Faculty House, a three-bedroom cottage for housing international faculty created in 2011, was completely booked for both fall and spring 2013 semesters.
 - SU arranged for the lease of an additional four bedroom/four bath apartment in the University Village housing complex to house additional J-1 Visiting Scholars.
 - During fall 2013 SU sponsored a total of 9 J-1 Visiting Scholars.
 - Each of the four endowed academic schools at SU has now hosted a J-1 Visiting Scholar.
- SU ELI funded over \$10,000 towards travel costs for SU faculty to travel as guest lecturers to university partners, primarily in China and Japan during 2013.
- SU faculty continued to excel, winning Fulbright US Scholar Awards with two more SU faculty; Dr. Eugene Williams, Biology and Dr. Richard Hoffman, Management were honored as Fulbright scholars during 2013.

STUDY ABROAD

- A record number of SU students studied abroad during AY 2012-2013 – 365 students.
 - 26% increase from AY 2011-2012
 - First time number of study abroad students surpassed 300
- Popularity of faculty-led Global Seminars continued in 2013 with a record number of programs offered during January, spring break, and summer 2013.
 - More than 20 different Global Seminars offered on five continents
 - All four endowed academic schools offered Global Seminars
 - More than 250 students studied on Global Seminars offered by SU faculty
- Salisbury Abroad portfolio expanded offerings for semester-length study abroad by adding four new programs during 2013 for a total portfolio currently at 10 programs:
 - Salisbury Abroad: England-Western Europe (2013)
 - Salisbury Abroad: South Korea – East Asia (2013)
 - Salisbury Abroad: France – Western Europe (2013)
 - Salisbury Abroad: Cyber Security in Estonia – Eastern Europe (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
- Salisbury Abroad: Hong Kong – East Asia
- Salisbury Abroad: Chile – Latin America
- Salisbury Abroad: New Zealand – South Pacific
- Salisbury Abroad: Canada – North America

ADMINISTRATIVE COORDINATION AND ACCOUNTABILITY

The Office of Institutional Equity (OIE), Fair Practices, Diversity and Inclusion, reports to the Office of the President.

SU had conducted a national search for a Chief Diversity Officer. While the search was not successful, it gave us a clearer idea of the skills needed to fill this very important position. As a result, in order to increase institutional effectiveness, it was decided at the end of 2013 to merge the Office of Fair Practices and the Office of Diversity. This new Department reports directly to the Office of the President and is known as the **Office of Institutional Equity (Fair Practices, Diversity, & Inclusion)**. Salisbury University is very excited at this bold step of placing our commitment to diversity in the forefront.

In partnership with the Office of Human Resources, review and assessment of institutional affirmative action and equal opportunity policies and practices are ongoing as SU strives to increase a diverse faculty and professional staff on campus.

HIRING PROCEDURES

The Office of Institutional Equity supports the Office of Human Resources in achieving Strategic Plan Focus Area: “addressing the recruitment, hiring, and retention of a quality, diverse faculty and staff.”

The search process continues to be reviewed and monitored to ensure compliance with all Federal and State laws. Examples of important tools that monitor and track diversity include: the *Recruitment Plan* which addresses diversity on two fronts: (1) the makeup and selection of the search committee to ensure it has a diverse representation, and (2) careful tracking of the job-posting venues for where the available positions are advertised; this encourages a wider scope of potential candidates to interview. The second tool is the *Candidate Pool/Finalist Report*. This report tracks the progress of the search and ensures that the diversity of those selected for interview reflects the diversity of the original pool of candidates.

With the goal to broaden the diversity of applicants, the Office of Institutional Equity has identified national professional organizations where the institution will hold membership and begin to strengthen its presence.

MINORITY STUDENT RECRUITMENT INITIATIVES

Strategies have been implemented as part of Salisbury University’s Strategic Enrollment Plan:

- Utilized current student hosts to visit home high schools to speak with guidance staff.
- Continue current assessments (EBI, SSI, CIRP, NSSE) to collect students’ perceptions of Salisbury University.

- Invited prospective students and current students to attend Salisbury University's multicultural leadership conference.
- Hosted annual Powerful Connections program to assist with the transition from high school to college.
- On Admitted Student Day, the Office of Multicultural Student Services hosted the Multicultural Alliance Reception for admitted diverse students.
- The Admissions Office hosted 72 diverse student groups on campus for tours and information (and often lunch).
- Admissions conducted targeted phone counseling for diverse students.
- Admissions officers attended multiple Fall National Hispanic College Fairs.
- Enhanced the tele-counseling program to include: pairing SU students and prospective students with shared backgrounds and interests along with increased phone contacts from SU students and admissions staff.
- Promoted Test Optional Admission Policy as a minority recruitment strategy – Test Optional Admission pilot was successful and has been approved as a standard policy.
- Continued support of (and hosted this past fall) the Way2Go Maryland Events for College Planning.
- Conducted on-the-spot admissions events for targeted high schools with a high minority population.
- Developed recruitment partnerships with College Access programs that assist diverse students.
- Initiated a partnership with the education department for the recruitment of diverse students.

STEM INITIATIVES AND DIVERSITY

Peer Mentor Project: The STEM|ASSIST peer mentor program strives to connect new transfer students in one of our targeted majors (Chemistry, Computer Science, Earth Science, Mathematics, and Physics) with a current SU STEM peer mentor. The goal of the STEM|ASSIST program is to expedite the integration of new transfer students, both socially and academically, by providing them with introductions to the faculty and resources available to them on campus, in the departments, and around town.

Science Nights at SU: High school students on the Eastern Shore considering careers in the growing fields of science, technology, engineering and mathematics (STEM) were eligible to attend Science Nights at SU this academic year free of charge.

STEM sponsored Posters on the Hill: Sharing research on robotic arms, Salisbury University sophomore Samim Manizade presented at Posters on the Hill, a national event attended by U.S. Congressional leaders and others. Selected by the Council on Undergraduate Research (CUR) from among some 800 applicants nationwide, Manizade was one of only 60 student participants and the sole representative of a Maryland campus. The Capitol Hill poster session illustrated the importance of undergraduate research to federal legislators and representatives of funding agencies.

A Salisbury University student earned one of the world's most prestigious international scholarships, the Gates Cambridge award, to explore the development of drugs, especially for antibiotic-resistant diseases. Dominique Kunciw will pursue a Ph.D. in chemistry at the renowned University of Cambridge. Established by the Bill and Melinda Gates Foundation, the highly-competitive scholarship is akin to Oxford's Rhodes scholarship, or the Marshall, which

also supports study in the United Kingdom. Over 4,000 people worldwide apply for the Gates annually; Kunciw was one of only 39 U.S. recipients for 2013-14.

RETENTION OF DIVERSE STUDENT POPULATIONS

Powerful Connections, a program that matches upper class students with first-time freshmen from under-represented groups to assist in the college transition, achieved significant success.

- Powerful Connections, 2013 New freshmen (mentees) - Fall Grade Point Average-2.81
- Upper Classmen (mentors) - Fall Grade Point Average-3.236
- Retention rate for 2012 Powerful Connections Freshmen to Sophomore Year - 87% (58 students)
- A current graduating senior and mentor coordinator has been accepted into the University of Maryland, Dental School.
- A member of the 2008 cohort completed a Master's Degree in Creative Writing at the University of Michigan and has been accepted into five Ph.D. programs.
- The 2008 cohort has a five-year graduation rate of 63%.

TRiO GRANT IMPLEMENTATION

- 2012-2013, the TRiO grant at SU, 100% of the TRiO participants persisted to the next academic year 2013-2014. Some 96% were in good academic standing (2.0 or better) at the close of the third year.
- 41 TRiO participants received supplemental grant aid in 2012-2013 to help defray the cost of a college education. The amount of grant aid ranged from \$560 to \$4,750.
- TRiO participants Jenna Payne and Sitra Kelifa were awarded a \$500 scholarship by Maryland Executive Council for Educational Opportunities in 2013. The scholarship is awarded to deserving TRiO participants to help defray the high cost of completing a college education.
- TRiO participants Janelle Oni and Lauren Allen were awarded the 2012 Keith Sherin Global Leadership Scholarship from the Council for Opportunity in Education (COE). The scholarship is awarded to TRiO students to defray the cost of studying abroad in Salamanca, Spain for four weeks.

The TRiO participants' make-up for 2012-2013:

- 8 Asian students
- 65 Black/African American
- 15 Latino or Hispanic
- 8 More than one race
- 51 White
- 92 of the students are low income and first generation
- 19 low-income only
- 28 first-generation
- 1 disabled

CLOSING THE ACHIEVEMENT GAP

The SU Center for Student Achievement (CSA) marked its sixth year of Salisbury University offering centralized academic services for students.

Supplemental Instruction (SI): Ask, Learn, & Succeed. Together!

Some of the program highlights include:

- Fall 2013
 - 53% of all students enrolled in SI courses (1,510 students) attended sessions.
 - Students visited SI sessions over 8,710 times throughout the semester.
 - The mean final course grade of SI participants was 2.47 compared to a 1.91 of students not attending SI.
 - In general, students who attended SI earned a half-letter grade higher than the students who did not attend.
 - As a result of SI attendance, students reported:
 - Greater clarity with course concepts
 - Improved study skills
 - Increased comfort with asking questions
 - Enhanced ways to actively study
 - Better performance on tests
 - The average cumulative GPA of SI leaders was 3.58 for the fall semester.
- Spring 2013
 - 1,152 students attended SI sessions for a total of 6,677 visits.
 - The mean final course grade of SI participants was 2.80 compared to a 2.56 of students not attending SI.
 - 86% of SI participants felt they further understood course content as a result of SI attendance.
 - The average GPA of our SI leaders was 3.63 for the spring semester.

DIVERSITY INITIATIVES AT THE WRITING CENTER

The Writing Center's mission:

- To provide opportunities for writers to seek thoughtful feedback about their work
- To increase the confidence, versatility, and competence of all writers, in all disciplines
- To help writers reconsider and refine their ideas so they can revise their writing in meaningful ways
- To support classroom writing instruction by partnering with Salisbury University faculty members

The Writing Center broadened its outreach efforts to diverse students by serving as a partner in the TRiO grant. A writing assessment intake coordinator meets with each first-year student in the TRiO program and advises effective use of the Writing Center. The writing assessment coordinator evaluates TRiO students' strengths and weaknesses in academic writing and suggests an individualized plan for writing development.

Writing consultants have been trained by the Counseling Center, Students with Disabilities Support Services, and LGBTQ Alliance Student Group.

ALUMNI DIVERSITY INITIATIVES

The Alumni Board has increased its minority membership from one minority member to four members.

The Alumni Office partnered with Multicultural Student Services and the Horizons Project to produce events for specific affinity groups during Homecoming Weekend. Events included LAMBDA Society Rainbow Reunion and the Multicultural Jazz Alumni Social.

SOCIAL LIFE AND ORGANIZATIONS

Multicultural Student Organizations include:

- ASA - African Students Association
- MSA - Muslim Students Association
- NAACP - National Association for the Advancement of Colored People
- OLAS - Organization of Latin American Students
- P4F - Passion 4 Fashion Modeling Inc.
- Salisbury University Gospel Choir
- Liturgical Dance
- UAS - Union of African American Students
- UT - Untouchables Dance Incorporated
- CSA - Caribbean Student Association
- LGBTQ Alliance Student Group
- APIC - Asian/Pacific Islander Club
- MSO - Multiracial Student Organization
- Filipino American Cultural Association

Annual events on the Salisbury University campus provide opportunities for exposure to a wide variety of multicultural celebrations that range from month-long historical knowledge events, to the fine arts and folk arts, to progressive speakers that help to develop cultural awareness and support critical thinking and exploration of cultural diversity.

SU's cultural diversity events are planned and presented through collaborative partnerships that include offices and committees from every division on campus.

Cultural laureate program. SU students are invited to participate in the Cultural Laureate Program by attending at least five different cultural events per semester. They can choose from a selected list of events on SU's campus, including concerts, theatre, dance, lectures and exhibits. If SU students achieve Cultural Laureate status for three semesters during their academic career at SU, they will earn an honors cord to wear at commencement.

COMMUNITY RELATIONS

The University continues working with local and regional governmental and private entities to make the Salisbury area more accepting of diverse populations.

The Franklin P. Perdue School of Business' Business, Economic, and Community Outreach Network (BEACON) hosts the Bienvenidos program. The Bienvenidos program is a network of over 70 service-providing organizations that meets monthly to exchange information, discuss common problems and issues and work on appropriate solutions in order to better serve immigrants in this region. Through a needs assessment Bienvenidos established five priority areas--language, education, health, transportation and legal aid. Facilitate monthly meetings of service providers, coordinate and organize outreach initiatives to introduce providers to the immigrant communities, link college students with organizations to help them better serve the immigrants, make new contacts in our community every day to generate greater community participation and more communication within our population and offer on-going support and training.

CONCLUSION

Salisbury University's commitment to student excellence and success is nationally recognized and well established. SU is equally committed to creating a diverse campus

community and to recruiting and retaining culturally diverse students, faculty, and staff. Recognizing the responsibility and opportunity to meet the changing ethnic and racial demographics of Maryland's population, the University has made great strides toward the goal of increasing its minority student population. The programs we have introduced will help the University welcome and accommodate the projected increasing number of Hispanic/Latino Maryland high school students. Programs needed to attract more international students to campus while offering SU students additional opportunities for international study have been put in place and are already achieving significant results.

The greatest challenge and threat to the University's continued success in recruiting and retaining a diverse student body, faculty, and professional staff is funding. Salisbury University is proud of its momentum on closing the achievement gap despite its funding challenges. Not to be deterred, the University will continue to look for external sources of funding, as well as make its case for additional State funding.

Over the most recent years of our Strategic Plan, the University has piloted and implemented initiatives detailed in this report that support the success of minority students while enhancing the learning and success of all students. The preliminary outcomes of these endeavors are quite positive; with sustained effort and commitment, we expect even greater results.

APPENDICES

PROGRESS REPORT
ON
INSTITUTIONAL PROGRAMS OF CULTURAL
DIVERSITY

FEBRUARY 2014

Cultural Diversity Planning at Salisbury University

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: Comparison Table for Non-tenure Track/Other 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	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
April 2014

I. Institutional Plan to Improve Cultural Diversity

Towson University's Strategic Plan, *TU 2020: A Focused Vision for Towson University* highlights the institutional goal that TU continue to be recognized as a national model for diversity and closing the achievement gap. The following diversity priorities have been identified in support of this goal: (1) promoting appreciation for and advancement of equity, diversity and inclusion at TU; (2) enhancing student recruitment and retention; (3) closing the achievement gap for first generation, low income and students from underrepresented groups; (4) enhancing faculty and staff recruitment and retention; and (5) purposefully supporting community enrichment.

Charged with facilitating the establishment and maintenance of an inclusive campus environment, **TU President's Diversity Coordinating Council (PDCC)** consists of high-level administrators (President, Provost and Vice President for Academic Affairs, Vice President for Student Affairs, Vice President for Administration and Finance, Director of Athletics, Assistant to the President for Diversity and Title IX Coordinator, Assistant Vice President of Student Affairs for Diversity and Deputy Chief of Staff) and serves as a visible expression of the priority given to the issues of equity, diversity and inclusion 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 student body representatives. The committee exists to make recommendations for the success of campus-wide diversity initiatives to the PDCC. The committee's six work groups are actively engaged in the following activities:

Campus Climate Work Group: Mission - Supporting the establishment and maintenance of a campus environment that is welcoming and inclusive. Recently, the group reviewed and revised a campus climate survey document that was distributed to all faculty and staff members in late fall 2013. Survey results will be reviewed and recommendations of actions to address any identified challenges will be brought forward to the PDCC for review.

Education and Scholarship Work Group: Mission - Fostering diversity and inclusiveness across the curriculum, in individual courses, and in extra- and co-curricular settings. In 2013, the group supported the identification and development of programs for the annual *Tools for Inclusion* series of diversity workshops hosted by TU's academic colleges.

Hate/Bias Response Team: Mission - Providing a coordinated multi-disciplinary university response to hate crimes and/or bias incidents. Additional information is provided in **Progress on Meeting Goals** section on next page of report.

President's Diversity Awards Work Group: Mission - Supporting the process of gathering nominations and selecting award recipients for TU's annual *President's Diversity Awards Program*. Individual diversity awards (4) are distributed to a staff member, a faculty member – research based, a faculty member – general and a student. Department awards (2) are distributed to an academic and administrative department.

Representation Work Group: Mission - 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. In 2013, this group took on the task of beginning to develop the framework for a "*Beyond Diversity 101*" program with the goal of taking campus diversity offerings to the next level.

Student Work Group: Mission - Supporting TU's ability to fully value and appreciate the diverse perspectives of all students, and supporting student development to foster student success. In 2013, group 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 actions with President's Diversity Coordinating Council and the Diversity Action Committee. Task force completed its work in 2013 with outcomes that include the adoption of TU's Policy Prohibiting Abusive Conduct/Bullying as well as a set of institutional values.

Progress on Meeting Goals:

Towson University remains committed to achieving excellence by advancing equity, diversity and inclusion. 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 PDCC for action in support of the group's mission to establish and maintain an inclusive campus environment; scheduling of six annual PDCC meetings; preparing meeting agendas and assisting and advising TU's Provost in leading the PDCC'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 six work groups to ensure that the committee remains on mission to continuously promote awareness and acceptance of diversity at TU.

Equal Opportunity and Access - Athletics: Minority and Gender Equity: The Assistant to the President for Diversity serves as the university's Title IX Coordinator, as well as a member of the TU Athletics Solutions Committee's Title IX sub-committee. Recently, TU Athletics has shifted the university's Title IX compliance from Prong 2: *Program Expansion* where the university had been able to show past evidence of a history of program expansion for women to Prong 1: *Proportionality* where TU's intercollegiate participation opportunities for male and female students are substantially proportionate to their representative enrollments.

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. 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 2012 and two in calendar year 2013 (see Appendix 1).

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.

Towson University 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 29% (789) of the new first-time, full-time freshmen class, an almost 10% increase since fall 2009 (454, 19%). 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 the university. TU continues to perform extremely well in these capacities, achieving and maintaining a second-year retention rate of 92% 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 73% in 2010 to approximately 55% in 2011 and rebounded slowly to 60% in 2013. 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 2013. The anomaly, the up, down, and back up six-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 in the fall of 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 provided with 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 Appendix 2). Consequently, in fall 2006 TU began to offer a segment of the 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.

This intervention has been successful, as evidenced by TU's high and increasing retention and graduation rates for African-American students. Second-year African-American retention rates have risen from 85% in 2010 to 92% for the 2012 cohort, compared to 84% and 86% for the entire freshman cohort. Six-year graduation rates for African-American students have risen from 55% for the 2005 cohort to 60% for the 2007 cohort, compared to 63% and 65% for the entire cohort (see Appendix 3). We are confident that the six-year graduation rates will continue to increase and will again approach the high 60% to low 70% range 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 members 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 (see Appendix 4). 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 of Science and Mathematics 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.

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) leadership development opportunities, (d) interaction with faculty and staff, and (e) exploration of graduate and career development options. CEEP award recipients must be U.S. citizens, full-time undergraduates, and maintain a minimum 2.50 cumulative GPA. Applicants who are first generation college students, demonstrate financial need per FAFSA guidelines, members of underrepresented or under-served groups, and live in the Greater Baltimore

Metropolitan Area are most eligible. Additional variables such as living in a single parent household, living in an environment or academic setting that may have hindered educational goal, and having overcome personal, social, and/or physical obstacles in pursuit of an education are considered.

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.

Analysis of CEEP Award data (see Appendix 5)

- Male student involvement continues to be a challenge. There was a 1% decrease in the number of male recipients this past year. Additional marketing to regional high schools and communication with 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 (78 or 78%) 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 2012/13 cohort) earned a cumulative grade point average of 2.50 or greater. Ten percent (10%) 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. CEEP recipients earning less than the required cumulative grade point average 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 18 recipients (18%) earned Dean's List honors for spring 2013 term. Twenty-three recipients (23%) graduated at the close of the spring 2013 term.
- There has been a reduction in the number of freshmen receiving the CEEP award. Additional collaboration with the TU Office of Admissions and the Scholarship Office will increase the pool of eligible applicants and the number of CEEP award recipients. Towson University also competes with institutions offering 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.

TU's Students Achieve Goals through Education (SAGE) program pairs participants with peer mentors who encourage focus on 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.

Analysis of SAGE Program Data (see Appendix 6): SAGE continues working to include students from diverse underrepresented communities, male students, and majority students. Mentors telephone some entering students and invite their participation during summer months prior to matriculation. All entering students receive an email from the program director welcoming them to Towson University, explaining the mission of SAGE, and an invitation to participate in the SAGE Program. Most students register and remain involved for the entire year. Some registrants discontinue involvement during the year due to employment, class schedule conflicts, 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 a decrease in male participation during the past year (from 23% to 18%). The actual number of male participants increased from 53 to 54 during this period. SAGE program staff will continue working to increase male participation to 30 % over the next few years. Outreach to male students will continue during summer months, open house programs, and high school visitations. Female participation (82%) is consistently strong and is in keeping with national trends for mentoring programs.
- The majority of SAGE program participants (280 or 95%) earned 2.0 or greater cumulative grade point averages during the 2012/2013 academic year. Almost 62% (183 participants) earned 3.0 or greater cumulative grade point averages during the 2012/2013 academic year.

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 2012: Making Connections (130), Academic Success (114), Cultural Competence (76), Latino Hispanic Heritage (109), Effective Stress Management (76), Personal Intimacy and Safety (104), Politics: Contributing or Destroying Community (84), An LGBT Community Perspective (79), Women's Issues (Not Collected), Personal Financial Matters (61), Native North American Heritage (79), Final Exams Ahead (64), Closing Event (110). Spring 2013: Welcome Back! (85), Healthy Relationships (83), African Heritage (65), African American Heritage (66), Self-Defense: What to do? (61), Wise Decisions: Drugs/Alcohol/Life (72), Celebrating Women (59), Jewish & Muslim Relations (55), The Game of Life (54), Asian Pacific Islander Heritage (67), Field Day Event (65), Closing Event (90).

TU's Disability Support Services (DSS) supports the mission of Towson University by facilitating equal access to educational opportunities for students with disabilities and promoting inclusive learning environments that are accessible to all. As the number of students pursuing postsecondary education increases, so does the degree of diversity in learning styles and needs. DSS recognizes disability as an aspect of diversity that is integral to society and to the campus community and collaborates with students, faculty and staff to create a welcoming campus.

- During 2012-2013, the office provided services and accommodations to 1,315 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).
- As shown in the table below, the trend in the number of students registered with DSS continues to grow at a significant rate (5.5% over the previous year and 10.8% increase over 3 years). The growth in the number of students with disabilities is partly due to the overall enrollment growth at Towson University. However, the growth is also due to an increase in the number of students covered under the ADA who are attending college as part of a nationwide trend.

This higher trend will undoubtedly continue in light of the ADA amendments (ADAAA), which became effective on January 1, 2009. Under the ADAAA the Congress directed that the definition of disability be construed broadly, meaning that more students are now eligible to register with DSS and receive disability accommodations. Moreover, legislative changes to the Higher Education Opportunity Act and Post-9/11 Veterans Educational Assistance Act are also expected to increase the number of students with disabilities pursuing higher education.

TU Students with Disabilities Registered with DSS (3-Year Trend)

YEAR	#STUDENTS	% OF INCREASE
2009-2010	1,187	
2010-2011	1,203	1.3% increase over previous year
2011-2012	1,246	3.6% increase over previous year
2012-2013	1,315	5.5% increase over previous year 10.8% increase over 3 years

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 DSS Graduation and Retention Rate Longitudinal Study

Disability Support Services and the TU Office of Institutional Research (OIR) have initiated a longitudinal study tracking the 4-year, 5-year and 6-year graduation rates for first-time full-time degree-seeking DSS-registered students as compared with all TU first-time full-time degree-seeking students. Complete data for the Fall 2006 and 2007 cohorts is available, along with the 4 and 5-year graduation rates for the 2008 cohort, and the 4-year graduation rates for the Fall 2009 cohort (see Appendix 7).

Due to the relatively small size of the DSS cohorts, an average is provided in the bottom table as well. This table shows that 4-year and 5-year graduation rates of DSS-registered students lag slightly behind those for all TU students, but the 6-year graduation rates are the same:

- The average 4-year graduation rate for DSS students is 37% as compared to 42% for all TU students.
- The average 5-year graduation rate for DSS students is 59% as compared to 62% for all TU students.
- The average 6-year graduation rate for DSS students is 67% as compared to 66% for all TU students.

The TU Office of Institutional Research will continue to track cohorts of DSS-registered freshmen along with all TU freshmen. OIR expects that the data will increase in accuracy over the years as more students are tracked in PeopleSoft. (PeopleSoft data only became available in 2006.) Importantly, this study is comprised of only first-time full-time degree-seeking students who entered during fall and were registered with DSS by mid-September. Students with disabilities can disclose their disability at any time until they graduate, and this study does not include DSS students who registered after the first semester of their freshmen year.

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 financial assistance for low-income parents who have completed a community college degree and are finishing a first undergraduate degree. It is a two year program, provided that students continue to meet program requirements. Full-time students receive \$2,000 for two years, for a total award of \$4,000. Part-time students receive half this amount. To qualify students must be a parent of at least one child under the age of 18 and demonstrate a high level of unmet financial need. Only students who are Pell grant eligible will be considered. Starting in the 2013-2014 school year students participated in a support program designed to increase their chances of graduating on time and to foster a strong connection to Towson University and other students. The program includes regular meetings with a program director as well as participation in parts of the Mature Student Support Program which builds connections between older students and encourages them to take advantage of campus resources. This scholarship is administered by the Women's Resources Program in the Center for Student Diversity.

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's 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 8 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 9. 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 a welcoming campus environment for all members of our community by providing participants with information related to the impact of bigotry, the barriers to addressing bigotry, as well as the tools necessary to challenge everyday bigotry.

In calendar year 2013, approximately 560 student leaders, students, faculty and staff members participated in *Speak Up!* workshops. 90% 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) provides advocacy and support for underrepresented and marginalized populations and creates welcoming, inclusive campus environments.

The CSD is comprised of several units that offer programs and services (see Appendixes 10 and 11) 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 Student Success Programs including: Students Achieve Goals through Education (SAGE) and Community Enrichment and Enhancement Partnership (CEEP). These programs have proven 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	2009-2010	2010-2011	2011-2012	2012-2013
Overall Attendance	13,009	13,352	11,623	15,810
Surveys Completed	1,209	1,060	2,709	1,773
Male	351	321	685	391
Female	840	726	1,990	1,370
Other	18	13	34	4
White	694	652	518	224
African American	247	201	1,447	900
Latino	82	51	312	208
Asian Pacific Islander	48	45	103	219
Other	138	111	329	201

Analysis of data for the CSD: The number of individuals attending CSD programs this period (15,810) is not reflected in the number of students surveyed (1,773). 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.

Provide below is descriptive information for the CSD's Signature Programs. This refers to the programs sponsored by the Center as a whole, including (1) the *Set It Off* New Student Orientation program, (2) the *Retreat for Social Justice*, (3) the *Digital Storytelling* initiative, (4) the fall and spring *Diversity Speaker Series*, and (5) the annual *Martin Luther King Celebration* Program – these signature programs contributed to TU 2020 Strategic Initiatives. We also view the SAGE Academic Support Program and the CEEP Scholarship Program as part of our Signature Program portfolio because they are important, key components of the Center's services. However, the user number data will be included as part of that respective unit's individual report section.

CSD Signature Programs:

- ***Set It Off*:** this large, New Student Orientation event targets incoming, diverse freshman and transfer students. Students have the ability to make connections and learn about the broad variety of engagement opportunities available. This year 1,077 students participated.
- ***Retreat for Social Justice*:** this weekend retreat is designed to provide student participants with the opportunity to explore their cultural identities and interact with others from diverse backgrounds. Also, the Retreat for Social Justice Awareness Week sponsors an entire week of programs whereby retreat participants create opportunities to educate their peers about diversity and social justice issues. This year 46 students participated in the weekend retreat and 285 students participated in the weeklong programs.
- ***Digital Storytelling*:** this modern expression of the ancient art of storytelling derives its power by weaving *images, music, narrative & voice* together. This educational tool is used in support of campus diversity by sharing personal stories created by our students to learn more about identity, culture, and diversity. This year nine digital stories were submitted and 225 students participated in the culminating program "Celebrating Diversity through Digital Storytelling."
- ***Diversity Speaker Series*:** each semester, the CSD brings culturally relevant speakers, educators, activists and entertainers to campus. This program gives students access to some of the world's most influential minds of our time. This year 1,118 students participated, 574 students attended the fall program featuring Nikki Giovanni and 544 students attended the spring program featuring Common.
- ***Martin Luther King Celebration*:** this celebratory event typically takes place in February because Towson University students usually don't return to campus in time to celebrate the national MLK Holiday in mid-January. This year 203 students participated.

From the information gleaned, we learned the following:

- Overall CSD Learning Outcomes:
 - Learning Outcome 1: Students who attend CSD programs will indicate increased self-awareness.
 - Average Score: 4.47 (Strongly Agree = 5)
 - Number of Responses: 537
 - Learning Outcome 2: Students who attend CSD programs will indicate that programs helped them better appreciate other people's perspectives.
 - Average Score: 4.4 (Strongly Agree = 5)
 - Number of Responses: 484
 - Learning Outcome 3: Students who attend CSD programs will indicate that programs helped improve their interactions with other people.
 - Average Score: 4.43 (Strongly Agree = 5)
 - Number of Responses: 532
- Our programs are meeting our overall objectives for our students:
 - *The Set It Off* helps students improve interactions with others (Learning Outcome # 3).
 - *Retreat for Social Justice* helps increase student's self-awareness (Learning Outcome #1) and better appreciate other's perspectives (Learning Outcome #2).
 - *Digital Storytelling* helps increase student's self-awareness (Learning Outcome #1) and improve interactions with others (Learning Outcome #3).
 - *Diversity Speaker Series* helps increase student's self-awareness (Learning Outcome #1).
 - *Martin Luther King Celebration* helps students better appreciate other's perspectives (Learning Outcome #2) and improve interactions with others (Learning Outcome #3).
- Overall Accomplishments:
 - CSD programs attract diverse students in terms of age, race, academic college, and interests.
 - Students are consistently satisfied with the variety of topics of programs and report learning new information. CSD programs are also contributing to the larger campus culture of diversity.
 - The forums that we offer benefit students by helping increase their level of skills, sense of awareness, and interactions with others.

Co-Curricular Programs: Faculty and Staff – TU's Office of Diversity and Equal Opportunity continues to provide various training offerings for faculty and staff members.

Affirmative Action/Equal Employment Opportunity: TU'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.

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.

Title IX/Violence Against Women Act and Reporting of Child Abuse: 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 2013

Hate/Bias Incidents Spring, Summer & Fall 2013

Spring 2013

Students

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

Total Verified Spring 2013 Incidents: 2

Summer 2013

Total Verified Summer 2013 Incidents: 0

Fall 2013

Total Verified Fall 2013 Incidents: 0

Total Verified Incidents (Students, Faculty & Staff) 2013: 2

Appendix 2: Top-Ten Percent Program

Cohort	Applicants	Enrolled	Average Annual Award	Average GPA	(Mathematics + Critical Reading	2nd Fall Retention	2nd Fall Retention Rate	3rd Fall Retention	3rd Fall Retention	4th Fall Retention	4th Fall Retention Rate	4 Year Graduates	4 Year Graduation Rate
Fall 2013	365	102	\$2,000	3.91	1110								
Fall 2012	354	70	\$2,000	3.76	1062	64	91.4%						
Fall 2011	352	107	\$2,000	3.63	1012	95	88.8%	87	81.3%				
Fall 2010	346	102	\$2,000	3.67	1002	88	86.3%	85	83.3%	77	75.5%		
Fall 2009	377	143	\$2,000	3.71	1005	119	83.2%	108	75.5%	98	68.5%	47	32.9%
Fall 2008	326	121	\$2,000	3.73	990	100	82.6%	89	73.6%	82	67.8%	48	39.7%
Fall 2007	402	165	\$2,000	3.71	963	129	78.2%	111	67.3%	105	63.6%	45	27.3%
Fall 2006	372	187	\$2,000	3.69	951	142	75.9%	122	65.2%	111	59.4%	43	23.0%
Fall 2005	315	189	\$4,000	3.58	931	143	75.7%	126	66.7%	115	60.8%	46	24.3%

Appendix 3: Institutional Retention and Graduation Rate Data - Towson University

Towson University	Six-year Graduation and Retention Rates at Institutions of First-Entry												
	Fall Cohort First-Time Full Time	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
	FY Graduation Year												
		2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Towson University's Overall First-Time / Full-Time Cohort	6-Year Graduation Rate	66%	73%	68%	63%	65%	65%	n/a	n/a	n/a	n/a	n/a	n/a
	2nd Year Retention	84%	86%	83%	80%	82%	82%	83%	85%	84%	85%	86%	n/a
	3rd Year Retention	76%	81%	77%	73%	75%	74%	77%	78%	78%	79%	n/a	n/a
	4th Year Retention	72%	78%	73%	69%	71%	71%	74%	75%	74%	n/a	n/a	n/a
	5th Year Retention	31%	29%	31%	28%	29%	29%	29%	28%	n/a	n/a	n/a	n/a
	5th Year Retention / Graduation*	71%	75%	71%	67%	68%	69%	71%	73%	n/a	n/a	n/a	n/a
Towson University's African American First-Time / Full-Time Cohort	6-Year Graduation Rate	69%	73%	73%	55%	59%	60%	n/a	n/a	n/a	n/a	n/a	n/a
	The Gap	-2%	-1%	-5%	9%	6%	5%	n/a	n/a	n/a	n/a	n/a	n/a
	2nd Year Retention	92%	90%	90%	85%	85%	85%	88%	84%	85%	91%	92%	n/a
	3rd Year Retention	81%	88%	83%	74%	77%	75%	82%	79%	79%	70%	n/a	n/a
	4th Year Retention	77%	85%	82%	68%	69%	69%	79%	75%	73%	n/a	n/a	n/a
	5th Year Retention	37%	43%	41%	40%	40%	37%	39%	38%	n/a	n/a	n/a	n/a
Towson University's Hispanic First-Time / Full-Time Cohort	6-Year Graduation Rate	61%	59%	67%	51%	55%	69%	n/a	n/a	n/a	n/a	n/a	n/a
	The Gap	5%	13%	1%	12%	11%	-4%	n/a	n/a	n/a	n/a	n/a	n/a
	2nd Year Retention	84%	86%	82%	74%	77%	82%	81%	88%	79%	88%	83%	n/a
	3rd Year Retention	77%	73%	79%	66%	73%	78%	74%	81%	71%	81%	n/a	n/a
	4th Year Retention	77%	73%	72%	57%	69%	76%	75%	79%	69%	n/a	n/a	n/a
	5th Year Retention	42%	23%	38%	19%	35%	35%	32%	31%	n/a	n/a	n/a	n/a
Towson University's Low-income (Pell) First-Time / Full-Time Cohort	6-Year Graduation Rate	61%	66%	64%	52%	56%	54%	n/a	n/a	n/a	n/a	n/a	n/a
	The Gap	5%	6%	4%	11%	9%	11%	n/a	n/a	n/a	n/a	n/a	n/a
	2nd Year Retention	86%	84%	84%	81%	81%	81%	86%	84%	86%	85%	86%	n/a
	3rd Year Retention	76%	78%	76%	69%	71%	69%	79%	77%	77%	79%	n/a	n/a
	4th Year Retention	72%	75%	73%	62%	64%	64%	73%	72%	73%	n/a	n/a	n/a
	5th Year Retention	34%	39%	42%	34%	35%	35%	34%	37%	n/a	n/a	n/a	n/a
Towson University's Low-income (Pell) First-Time / Full-Time Cohort	5th Year Retention / Graduation*	68%	73%	70%	59%	61%	63%	69%	71%	n/a	n/a	n/a	n/a

*Includes students who were enrolled in the fall term of their fifth academic year and students who completed

Appendix 4: 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 but still enrolled in a STEM major.

Admit Year	Students	Number admitted	3 rd semester [end of 1 st yr]	5 th semester [end of 2 nd year]	7 th semester [end of 3 rd year]	9 th semester [end of 4 th year]	11 th semester [end of 5 th year]	Overall retention rate in STEM ⁴
2008	TOPS	15	14	13	11	7 (4 grad)	2 (4 grad)	66.6%
2008	FCSM ¹	334	268	169	133			38.8%
2008	Comparison ²	16	12	6	4	5 (1 grad)	2 (3 grad)	37.5%
2009	TOPS	21	20	16	13 (1grad)	6 (5 grad)		57%
2009	FCSM ¹	343	288	196				47.7%
2009	Comparison ²	18	11	10	10	8 (1 grad)		50.0%
2010	TOPS	20	19	17	16			80%
2010	FCSM ¹	349	289					50.7%
2010	Comparison ²	20	17	7	7			35%
2011 ³	TOPS	21	20	18				86%
2011	FCSM ¹							62.8%
2011 ³	Comparison ²	21	13	8				38%
2012 ³	TOPS	18	17					94%
2012	FCSM ¹							
2012 ³	Comparison ²	18	12					67%

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.

⁴Includes graduates.

Appendix 4: STEM TOPS Program - Demographic Information

Cohort Year	Number in cohort	# with EFC under \$5,000*	% students of color	% 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	65%	75%	55%	29%	71%
2011	21	52%	86%	57%	33%	50%
2012	18	78%	78%	50%	22%	44%
2013	21	52%	52%	52%	47%	58%

*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.

Appendix 5: Community Enrichment and Enhancement Partnership 5-Year Summary Data

YEAR	2008- 2009	2009-2010	2010-2011	2011-2012	2012-2013
Recipients	199	168	165	137	100
Male	53 (27%)	42 (25%)	45 (27%)	34 (25%)	24 (24%)
Female	146 (73%)	126 (75%)	120 (73%)	103 (75%)	76 (76%)
Other	0	0	0	0	0
FRESH	24 (12%)	13 (8%)	10 (6%)	14 (10%)	4 (4%)
SOPH	41 (21%)	22 (13%)	22 (13%)	27 (20%)	35 (35%)
JUN	56 (28%)	55 (33%)	31 (19%)	26 (19%)	29 (29%)
SEN	77 (38%)	78 (46%)	99 (60%)	69 ((50%)	32 (32%)
WITHDR.	2 (1%)	0	3 (2%)	1 (1%)	1 (1%)
AF. AM.	152 (76%)	137 (81%)	130 (79%)	104 (76%)	78 (78%)
AS. AM.	12 (6%)	8 (5%)	6 (4%)	5 (4%)	4 (4%)
BIRACIAL	2 (1%)	1 (1%)	3 (2%)	4 (3%)	5 (5%)
WHITE	14 (7%)	10 (6%)	9 (5%)	10 (7%)	3 (3%)
LATINO	18 (%)	10 (6%)	15 (9%)	14 (10%)	10 (10%)
NAT. AM.	1 (1%)	2 (1%)	2 (1%)	0	0
.00 - 1.99	9 (4%)	3 (2%)	1 (1%)	2 (1%)	1 (1%)
2.00 – 2.49	23 (11%)	13 (8%)	9 (5%)	11 (8%)	9 (9%)
2.50 – 2.99	70 (35%)	65 (39%)	60 (36%)	48 (35%)	44 (44%)
3.00 – 3.49	61 (31%)	58 (34%)	64 (39%)	55 (40%)	31 (31%)
3.50 – 4.00	31 (15%)	29 (17%)	28 (17%)	19 (14%)	14 (14%)
WITHDRAWALS	2 (1%)	0	3 (2%)	1 (1%)	1 (1%)
DEAN'S LIST	31 (16%)	58 (34%)	28 (17%)	26 (20%)	18 (18%)
GRADUATES	29 (15%)	23 (14%)	41 (25%)	38 (28%)	23 (23%)

Appendix 6: SAGE Program 5-Year Summary Data

YEAR	2008 – 2009	2009-2010	2010-2011*	2011-2012	2012-2013	
Participants	148	164	181	241	296	
Male	37 (25%)	32 (20%)	33 (18%)	55 (23%)	54(18%)	
Female	111 (75%)	132 (80%)	148 (82%)	186 (77%)	242(82%)	
Other	0	0	0	0	0	
African American	94 (64%)	109 (66%)	114 (63%)	154 (64%)	149 (50%)	
Asian American	6 (4%)	23 (14%)	19 (10.5%)	23 (9%)	43 (15%)	
Biracial	0	0	19 (10.5%)	5 (2%)	33 (11%)	
Caucasian	30 (20%)	16 (10%)	8 (4%)	12 (5%)	37 (13%)	
Latino	5 (3%)	16 (10%)	21 (12%)	35 (15%)	25 (8%)	
Native American	1 (1%)	0	0	5 (2%)	1(.3%)	
Not Listed	12 (8%)	0	0	7 (3%)	8 (2.7%)	
.00 - 1.99	17 (11%)	15 (9%)	9 (6%)	15 (6%)	16 (5%)	
2.00 - 2.49	19 (13%)	8 (5%)	16 (10%)	23 (9%)	29 (10%)	
2.50- 2.99	38 (26%)	50 (31%)	35 (23%)	60 (25%)	68 (23%)	
3.00 - 3.49	55 (37%)	61 (37%)	58 (38%)	89 (37%)	114 (39%)	
3.50 - 4.00	17 (12%)	25 (15%)	27 (17%)	43 (18%)	69 (23%)	
Withdrawals	2 (1%)	5 (3%)	10 (6%)	11(5%)	2 (.67%)	
Dean's List	17 (12%)	25 (15%)	27 (17%)	43 (18%)	69 (23%)	

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

Appendix 7: TU Graduation Rates of First-Time Full-Time Degree-Seeking Students Served by Disability Support Services - Cohorts by Years to Graduation: Fall 2006 through Fall 2009

Fall 2006	N	Graduated with Bachelor's Degree from Towson University					
		Within Four Years		Within Five Years		Within Six Years	
		N	Percent	N	Percent	N	Percent
First-Time, Full-Time Students	2,690	1,047	39%	1,632	61%	1,768	66%
Registered with DSS, in 1 st Term	51	15	29%	27	53%	32	63%

Fall 2007	N	Graduated with Bachelor's Degree from Towson University					
		Within Four Years		Within Five Years		Within Six Years	
		N	Percent	N	Percent	N	Percent
First-Time, Full-Time Students	2,654	1,069	40%	1,611	61%	1,735	65%
Registered with DSS, in 1st Term	82	32	39%	51	62%	57	70%

Fall 2008	N	Graduated with Bachelor's Degree from Towson University					
		Within Four Years		Within Five Years		Within Six Years	
		N	Percent	N	Percent	N	Percent
First-Time, Full-Time Students	2,826	1,210	43%	1,822	64%	NA	NA
Registered with DSS, in 1st Term	87	36	41%	52	60%	NA	NA

Appendix 7: TU Graduation Rates of First-Time Full-Time Degree-Seeking Students Served by Disability Support Services - Cohorts by Years to Graduation: Fall 2006 through Fall 2009

Fall 2009	N	Graduated with Bachelor's Degree from Towson University					
		Within Four Years		Within Five Years		Within Six Years	
		N	Percent	N	Percent	N	Percent
First-Time, Full-Time Students	2,398	1,070	45%	NA	NA	NA	NA
Registered with DSS, in 1st Term	73	26	36%	NA	NA	NA	NA

Average		Graduated with Bachelor's Degree from Towson University		
		Within Four Years	Within Five Years	Within Six Years
		Average of Fall 2006-Fall 2009	Average of Fall 2006-Fall 2008	Average of Fall 2006-Fall 2007
First-Time, Full-Time Students	NA	42%	62%	66%
Registered with DSS, in 1st Term	NA	37%	59%	67%

NA= Data not applicable

"Registered with DSS, In First-Term" includes students with records in the PS_ACCOM_DIAGNOSIS and who requested an accommodation prior to the end of their first term at Towson University. Students graduating in the summer semester are included with spring graduates. First year shown in column corresponds to the fall semester of each cohort's freshmen year. Does not include transfer students.

Updated October 18, 2013; Source: PeopleSoft, IR

UNIVERSITY OF BALTIMORE



**Institutional Programs of Cultural Diversity
Progress Report
AY 2012-13**

April 1, 2014

Submitted by:
Joseph Wood, Provost

Section I: Summary of Institutional Plan to Improve Cultural Diversity

The Mission, Strategic Plan and The Diversity and Culture Center Plan of The University of Baltimore all provide the framework for organizing and addressing institution wide diversity initiatives. The Mission identifies the need to serve a diverse population and three of the six Strategic Goals directly address recruitment and retention of a diverse work force and student body. The University of Baltimore's Diversity and Culture Center Plan provides the integration of academic and co-curricular initiatives allowing for a cohesive approach to meeting our strategic goals.

Specifically, The University of Baltimore Mission states;

"The University of Baltimore provides innovative education in business, public affairs, the applied liberal arts and sciences and law to serve the need of a diverse population in an urban setting. A public university, the University of Baltimore offers excellent teaching and a supportive community for undergraduate, graduate and professional students in an environment distinguished by academic research and public service".

Supporting this mission are three strategic goals with examples of specific objectives to achieve these goals as does the goals and objectives for The Diversity and Culture Center.

Strategic Goals:

Goal 1: The University of Baltimore will enhance student success and career readiness through programmatic innovation, ongoing assessment of student learning and expanded students support services.

Objectives:

- 1.3: Close educational achievement gaps among UB student populations.

Goal 2: The University of Baltimore will strategically grow enrollment in support of student success and in response to market demand, consistent with Maryland's 55 percent college completion goal.

Objectives:

- **2.3:** Increase enrollment of Maryland's growing populations, including veterans, immigrants, Hispanics and Asians.

Goal 6: The University of Baltimore will be a preferred workplace and destination of choice for faculty, staff, students and alumni.

Objectives:

- 6.7: Continue to cultivate a community that values diversity, equity and inclusion.

Diversity and Culture Center Goals:

- to develop cultural competency standards that will be used to measure multicultural competency and program assessment
- to develop experiential cultural immersion, alternative break programs for students
- to create an inclusive environment where students can engage and dialogue about diversity and social justice issues and concerns

Strategies and progress for initiatives are embedded in the sections to follow.

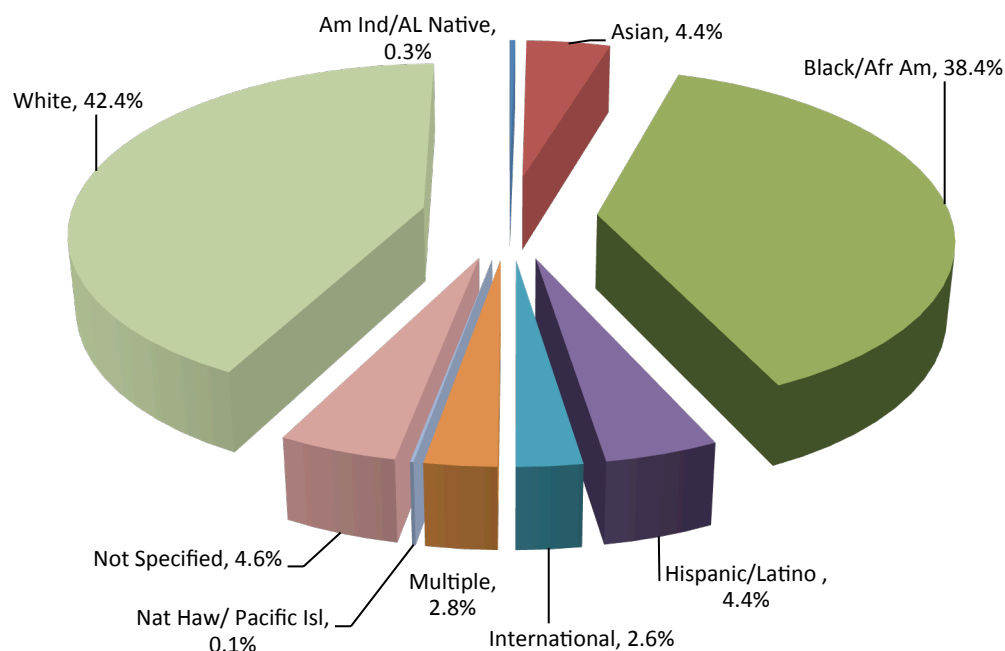
Section II: Efforts to Increase the Numerical Representation of Traditionally Underrepresented groups among students, administrative staff and faculty.

Students

Current Status

Historically, the University of Baltimore's populations were upper division undergraduate, graduate and law students. With the introduction of the program for traditional-age freshmen in 2007, the University's enrollment has grown by 32%, with significant growth (67%) in the undergraduate population and moderate growth (14%) in the graduate student population. These changes in the population are

Fall 2013 University of Baltimore Enrollment



attributed to an expansion of its undergraduate population in the Baltimore Metropolitan area and expansion of the geographic recruitment area beyond the University's historic base to achieve greater diversity, not only in age (trending younger) and geographic origin (trending farther from campus) but also in ethnicity.

While table IV indicates total undergraduate enrollment, there are slight variations in this group. UB's population of new freshmen is the most ethnically diverse population at UB, with the new Fall 2013 class composition: 55.2% African American, 25.5% White, 6.5% Hispanic/Latino, 5% Asian and 1.1% International. The undergraduate transfer population for Fall 2013 is 43.1% African American, 37.9% White, 4.3% Hispanic/Latino, 5.6% Asian and 2.2% International. Growth for new freshman is in Hispanic/Latino and Asian students. Transfer student growth remains consistent for Hispanic/Latino and African-American/Black students while transfer Asian student enrollment has increased. The University of Baltimore's academic programs at the graduate and professional levels have remained fairly consistent in their compositions. In Fall 2013, entering graduate student cohort was comprised of 41% African Americans, 40% whites, 4% Hispanic/Latino, 5% Asian and 5% International students. The law population was 8.4% African American, 74.6% White, 4.9% Hispanic/Latino, 4.9% Asian and 3.8% not specified.

Student Recruitment Initiatives

The University of Baltimore acknowledges the focused recruitment efforts required to attract the students of today and tomorrow. On December 13, 2012, UB hosted the *UB 21 Summit on Hispanic Students and Higher Education: Proximos Pasos*, which gathered representatives of local high schools, universities, business leaders, government entities and community groups with the goals of identifying barriers to education and implementing solutions. UB has also added staff in the Offices of Admission; a full-time admission counselor is dedicated to the active recruitment of Hispanic and Asian students and participates in events and activities affiliated with those communities. The University is also advertising and media campaigns are directed towards these prospective students and families. The law school, the school with the least diverse student body, has a specific admissions counselor whose primary focus is to work to increase the diversity of the incoming class.

Closing the Achievement Gap Initiatives

Each year since 2011, UB has prepared a Closing the Achievement Gap report to the University System of Maryland. This work focuses on assessing the “gap” between the graduation rates of all students and our most at-risk populations. UB defines our most at-risk students as African American, Hispanic, and Pell-eligible students who are first-time/full-time undergraduates and new transfer students. For our base year in measuring the gap, African-American students comprised slightly more than a quarter of transfer students in Fall 2004, a proportion smaller than that of all undergraduates that year (and less than freshman in 2007, the first year in which freshman were admitted to UB). Hispanic enrollment did not comprise a significant portion of the new transfer students in Fall 2004, and numbers are sufficiently small that ratios and statistics show considerable variation. Pell-eligible students are the largest of these three target groups, at over one-third of the students. Pell-eligibility is used as a proxy for socio-economic status, and overlap of the three groups is considerable, something of great relevance to student retention and graduation.

First Time Undergraduate Students

Table 1A shows that the first to second year transition is the only area in which there is an achievement gap between all UB first time undergraduates and African American first time undergraduates, and that gap is quite small (-1%). For all other transition points, there is either no gap, or African American students fare better. We have determined that the primary explanation for this scenario is that African American students comprise nearly 40% of the freshman class; therefore, trends for this cohort drive in large part trends for the whole. We believe that the primary reason for the gap from the second to the third year centers on the transition of students from our highly supported advising system for pre-majors¹ to advising in the majors.

Table 1A: First-Time Undergraduates, 2009 Cohort: All UB and African American Students					
Retention	ALL UB	African American	Gap	Pell eligible	Gap
2nd year	77	77	0	80	3
3rd year	55	54	-1	56	1
4th year	48	48	0	46	-2
5th year	35	38	3	36	1

¹ UB freshman enter as pre-majors until they have completed all developmental requirements, passed freshman seminar with a C or better, and earned a 2.0 GPA after completing 24 credits.

Since a very large majority of our African American freshmen require at least two developmental courses, it takes this cohort longer to declare a major. Thus, the transition to more independence with course selection and less oversight through the early alert system is likely to cause some of the more fragile students to make departure decisions or to be involuntarily separated from the University later in their academic career at UB. Pell-Eligible students actually fare better during early transitional years, but their gap occurs in the third to fourth year transition. We believe that these students are also affected by heavy developmental placements and the consequences of not passing those courses the first time. That is, if their financial aid is expended on taking courses that don't count toward degree completion (especially if they need to take them more than once), then students face financial barriers later in their academic careers. We believe that many of these students first make the choice to go from full-time to part-time (decrease enrollment intensity) or to work more hours than their skill level can manage. Then, more isolated from the support systems that have helped them to get this far in their degree programs, they stop out (often with the intention to return). It is worthwhile to note, however, that another reason for the narrow gap between all students in the 2009 cohort and the two at risk populations is that the success markers for the majority population experienced a drop, while the markers for African American students improved, as shown in Table 1B. Our students who are at risk for a graduation gap² actually do much better in their first-to-second year retention.

Table 1B: One Year Change: 2008 and 2009 Cohort						
	All UB 1st Time Undergraduates				African American 1st Time UG	
	<u>2008 Cohort</u>	<u>2009 Cohort</u>	<u>Difference</u>		<u>2008 Cohort</u>	<u>2009 Cohort</u>
2nd year	82%	77%	-5%		74%	77%
3rd year	64%	55%	-9%		47%	54%
4th year	56%	48%	-8%		45%	48%
5th year	37%	35%	-2%		35%	38%

This means to us that while there may be a gap in time-to-graduation, the eventual degree attainment gap will be quite narrow: the students are staying at UB but taking longer to finish (quite likely to the drop in enrollment intensity described above), as shown in Table 1C on the next page. The likely case is that the 2008 Cohort was an anomaly. As Table 1C shows, the 2008 cohort is the highest performing group for all of the transition junctures for all UB freshmen, with lower subsequent performance for our risk groups. In other words, the “All UB” student success rates had an anomalous “peak” for the 2008 cohort, but the risk cohorts have been more stable, at least up to the 2012 cohort.

Table 1C: First to Second Year Retention for 1st time Undergraduates						
	<u>2007 Cohort</u>	<u>2008 Cohort</u>	<u>2009 Cohort</u>	<u>2010 Cohort</u>	<u>2011 Cohort</u>	<u>2012 Cohort</u>
All UB	69%	82%	77%	78%	73%	67%
African American	77%	74%	77%	79%	75%	71%
Pell Eligible	89%	78%	80%	82%	70%	68%

The early first-to-second year performance of the 2012 cohort is of particular concern:

- For all UB freshmen, the rate had a 6% drop, to 67%, the lowest rate we have had.
- For African American freshmen, the rate had a 4% drop to 71%, the lowest rate we have had.
- For Hispanic freshmen, the rate had a 12% drop to 63%, the lowest rate we have had.
- For Pell-Eligible students, the rate had a 2% drop to 68%, lowest rate we have had.

² The gap in six year graduation rates between “All UB” students and African American students for the 2007 cohort was -18%, and for Pell-Eligible students, which was -21%.

Our response has been swift. In Fall 2013, the President appointed a special assistant to focus on student success issues and to collaborate with the deans and faculty to build new approaches to student success. In concert, the Provost's Office mapped a "Pathways to Persistence" for all of the student cohorts (freshmen, freshman and sophomore transfer students, and upper division transfer students) to determine where the barriers to persistence might lie and to determine how to better prepare students to overcome those barriers and when those barriers might be eliminated while retaining high academic standards. The campus undertook an analysis of courses with high failure rates to determine ways to help students to be more successful. Finally, we piloted an expansion of our mid-term grade reporting strategies to make mid-term feedback available to students in all undergraduate courses, not just the freshman courses.

New Transfers

Table 2A below shows a widening gap between graduation rates of all UB new transfer students and African American transfer students, a widely varying gap with Hispanic students, and a steady and narrower gap with our Pell-Eligible students. However, as with the new freshmen populations, we cannot equate lower 6-year graduation rates with much higher attrition rates. Our year to year retention rates provide a clearer picture of the situation.

Table 2A: Graduation Rate Gaps: 2003-2007				
	<u>All UB</u>	<u>African American</u>	<u>Hispanic</u>	<u>Pell-Eligible</u>
2003	66%	53 (-13) %	57 (-9) %	58 (-8) %
2004	62%	47 (-15) %	100 (+38) %	57 (-5) %
2005	63%	49 (-14) %	33 (-30) %	54 (-9) %
2006	66%	52 (-14) %	60 (-6) %	57 (-9) %
2007	64%	46 (-18) %	88 (+24) %	55 (-9) %

As shown in Table 2B, our at-risk populations tend to fare better in year to year retention than the rates for all UB transfer students. African American transfer students have a gap after the first, and to a lesser extent after the second, year of enrollment, but then their retention is quite strong; Pell-Eligible students fare better than the rates for all UB transfer students at each juncture. This tells us that the graduation rate gap is more likely a result of lower enrollment intensity in the at-risk population than that for whole population. Indeed our demographic analyses have shown that UB's African American transfer students tend to be older and more part-time (even if they start as full-time students), and it is likely the completion risks associated with being a part-time student that is driving the graduation rate gap.

Table 2B: Year to Year Retention: 2009 Cohort of New Transfer Students					
<u>Retention</u>	<u>ALL UB</u>	<u>African American</u>	<u>Gap</u>		<u>Pell Eligible</u> <u>Gap</u>
2nd year	78%	73%	-5%		81% 3%
3rd year	49%	48%	-1%		54% 5%
4th year	22%	28%	6%		26% 4%
5th year	11%	14%	3%		12% 1%

Similar to the patterns for first time undergraduates, for new transfer students there was a drop between the 2008 and 2009 cohorts, as shown in Table 2C.

Table 2C: One Year Change, 2008 to 2009 cohorts						
	All UB New Transfer Students				African American Transfer Students	
	2008 Cohort	2009 Cohort	Difference		2008 Cohort	2009 Cohort
2nd year	81%	78%	-3%		71%	73%
3rd year	54%	49%	-5%		64%	48%
4th year	20%	22%	2%		29%	28%
5th year	10%	11%	1%		14%	14%

However, for transfer students, the rates for African American students fell to a much greater degree, especially in the second to third year transition. Because the drops are greater earlier in the students' academic career, likely causes are access issues (scheduling, balancing work and life responsibilities, etc.) and fit issues (forming connections with the University community outside the classroom, developing a commitment to the major, forming a solid commitment to degree completion).

Our gap in time to graduation is widening, likely due the influx of transfer freshmen and sophomores who started to enroll in Fall 2008. It is likely that these students will take longer to graduate if they tend to drop from full-time to part-time, as does our whole transfer student population.

To summarize, we believe that the primary challenges with transfer students are associated with balancing responsibilities and commitment issues. By addressing access (course availability, scheduling, and financial aid for part-time students) and institutional commitment (clear connections between the degree and career goals, timely and consistent feedback on progress, and perceptions of the value of the degree at UB), we believe that the retention gaps will narrow. However, because life situations are often key to decisions concerning enrollment intensity, gaps in time to graduation will likely persist, with our at-risk students remaining at-risk for lower enrollment intensity rates, and thus longer time to degree completion.

Initiatives Related to Freshman Risk Factors. For this population, we focused on these risk factors: developmental placements that reduce credits completed in first year, support during transition from freshman support systems to advising in the majors, college readiness of conditionally-admitted students and subsequent impact on GPA. Here are the related initiatives:

- Substantial review and restructuring of foundational courses, including major changes in placement processes and learning support. (2010-Present).
- Sophomore seminar (2012-Present). Since Summer 2012, UB faculty members have been restructuring the General Education Program. In Fall 2014, we will offer a companion experience to the native freshmen and a structured entrée into General Education.
- Summer bridge for conditionally-admitted students (initiated in Summer 2012) with follow up advising and support processes (initiated in 2014).
- Expansion of mid-term grade reporting as a form of early alert to encompass all undergraduate courses (initiated in 2013).
- Follow-up institutional research on the correlation between first semester GPA and credit completion rates and attrition and enrollment intensity outcomes (initiated in 2013 with a focus on the bridge students, but to expand to 2014).

Initiatives Related to Transfer Student Risk Factors. For this population, we focused on these risk factors: access issues, including course availability to accommodate work and personal commitments and availability of financial aid for part-time students; commitment to completion (strengthened by more frequent feedback on progress, clearer college to career connections, and more flexible engagement opportunities). Here are the related initiatives:

- Expansion of mid-term grade reporting as a form of early alert to encompass all undergraduate courses (initiated in 2013).

- Special assistant to the President on Student Success Initiatives, with a charge to work with the Deans and faculty on course-centered strategies to improve student success.
- Creation of the Enrollment Collaboration and Implementation Team, a cross-functional workgroup centered on overcoming barriers to student persistence (initiated in 2013).
- Course redesign projects:
 - Ethical Issues in Business and Society, an upper division general education course (2011-Present);
 - Arts and Ideas, an upper division general education course (2012-Present);
 - Accounting sequence, 200-300 level courses (initiated in 2014);
 - Senior Capstone Projects (initiated in 2013).

Initiative Related to Enhanced Teaching and Learning

- Received three competitive grants to design academic innovations that incorporate MOOCs into traditional learning experiences. Our design to embed a MOOC into a freshman learning community was recognized by the Gates Foundation as a successful strategy to help students who are at risk for attrition to better benefit from online learning experiences. We believe the design helps at-risk students to practice effective learning habits; the model improved DFW rates by 4%.
 - Working with renowned historian Taylor Branch to create a highly interactive MOOC on America during the Civil Rights Movement.
- The integrated learning platform project embedded Pearson's My Foundation Lab into our Bridge program and improved pass rates from 51% in 2012 to 81% in 2013
- **Course Redesign.** Through a competitive USM Course Redesign grant, UB transformed an upper division general education course. This innovative design (a "tri-brid" format that incorporates classroom, online, and experiential learning) promotes higher pass rates, higher student satisfaction, and savings in instructional and space costs.
- **College Completion.** In summer 2012, UB concluded its implementation of the work supported by an MHEC College Completion grant. The project, entitled "Integrated Retention and Persistence Support for Transfer Sophomores", provided improvements to sophomore advising, professional development for faculty, and stronger learning experiences to connect college and career goals.
- **Summer Programs.** From 2012 to the present, UB has engaged in a substantial restructuring of our summer program. Using data analytics to target courses for redesign, we selected courses to transform into 5-week courses, online courses, or both. Assessed student satisfaction has been very positive, and summer enrollments grew.
- **General Education.** In Spring 2013, the University community approved a new competencies model for General Education. Highlights include capstone courses, new first year learning community models, and a sophomore seminar.
- **Office for Academic Innovation.** In Fall 2013, UB established an office for academic innovation, charged with engaging faculty in leading edge teaching and learning strategies that improve learning and conserve resources.

Faculty and Staff

Current Status

Due to the small numbers of faculty, staff and administrators (259 dispersed among these three categories) slight changes in personnel can have far reaching impact on percentages. However, since 2008 there have only been slight changes in the diversity of tenured or tenured track faculty at the University of Baltimore (.2% drop in African-American/Black, a 1.5 % drop in Asian and .4% drop in Hispanic/Latino). However, in other tenured status there is a 2.1% increase in African-American/Black, a

1.2% increase in Asian and a 1.5% increase in Hispanic/Latino with a 9.7% decrease in White individuals. For staff, during this same time period, there has been a 5% decrease in African-American/Black, a 4.8% decrease in Hispanic/Latino, a .8% increase in Asian and a .6% decrease in White individuals.

Faculty/ Staff Recruitment Initiatives

The UB Office of Human Resources (HR) annually assesses the impact of recruiting a diverse workforce tracking applicant responses to specific publications. This past year, the applicant response rates to Diverse Issues in Higher Education (DIHE) ads were low, and HR began using affirmative action upgrades to HigherEdJobs (HEJ) as the primary source for diversity advertising. More applicants and candidates have shown HEJ as an ad source. In addition, The UB Office of Human Resources recruits using the following additional publications:

- *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*

In conjunction with The UB Office of Human Resources, individual schools attend conferences in their disciplines to solicit diverse pools of applicants for positions.

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

The following information summarizes cultural awareness programs offered by a variety of divisions in Academic and Student Affairs. These include programs for faculty and staff training, curricular initiatives and courses and co-curricular programming. In the division of Student Affairs, The Diversity and Culture Center has provided the hub for diversity initiatives with collaborative efforts with each of the four schools (Law, College of Arts and Sciences, College of Public Affairs, and the Merrick School of Business).

Specific Initiatives, Assessments and Actions taken since last report

- The Diversity Resource Library offerings increased during the 2012-2013 academic year, 60 new DVD and books were added to the resource library. The Diversity and Culture Center Resource Library currently houses over 700 resources available to students, faculty, and staff.
- **Safe Space Training.** During the fall semester the Diversity and Culture Center coordinated Safe Space Train the Trainer Workshop. The goals of the program are to educate members of the UB campus community on the needs and concerns of LGBTQ students, staff, and faculty; establish a campus wide network of visible allies who provide support to our LGBTQ students, staff, and faculty, and to foster an atmosphere on campus which supports the success of LGBTQ persons.
- **Women's Group.** The Women's resource group held during the spring semester is designed for women who attend UB. The primary goal of the group is to provide a safe haven for college women to discuss issues and address their unique needs through discussion and peer education.

- **Women's Power Connection Luncheon.** This initiative is a collaborative effort between the Diversity and Culture Center and the Career and Professional Development Center for students to gain knowledge and awareness and of women in the workplace.
- **The Intersection between Law, Race, and Sexual Orientation.** This program is a collaboration between the Diversity and Culture Center and the Black Law Students Association and included a panel discussion addressing how race, gender and sexual orientation affect judges, attorneys and the general public.

Programs and Services- Ongoing Collaborations

- **UB Friends.** The UB Friends, International Friendship Program is a program designed to ease the transition into American culture and the university setting for new international students. The program matches new international students (undergraduate, graduate, law) with a volunteer with whom he or she can visit, enjoy an occasional meal, celebrate holidays, participate in community events. The goals of the UB Friends program are to integrate international students into the UB community, assist international students in understanding American culture, stimulate discussion and exchange of ideas about culture, customs, and international matters among the UB community, and to facilitate cross-cultural friendships and communication to increase knowledge of global perspectives.
- **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, develop a connection with the University community and fellow new international students, and to meet and network with faculty and staff, and to connect with important resources. The orientation programs are held prior to the beginning of the fall and spring semesters.
- **International Education Week.** International Education Week occurred in November and consisted of two major events: International Alumni Career Panel and Holidays around the World. The events were co-sponsored with the International Admission and Enrollment Office
- **African American Arts Festival.** The 5th Annual African American Arts Festival was hosted by the Diversity and Culture Center and Spotlight UB, and additional partnerships with PNC® Bank and the Master of Public Administration Student Association (MPASA). The three day festival consisted of four programs and was open to the University of Baltimore students, faculty, staff and surrounding community.
- **World AIDS Day.** Red ribbons were distributed on December 3, 2012, to commemorate World AIDS Day. The AIDS quilt was also displayed in the Student Center.
- **Hunger Banquet.** The primary goal for this program was to educate students about the issues of hunger and nutrition both locally and globally. Students were provided an opportunity to observe in a very real way how different nations tackle the challenge of hunger. This program featured a screening of the film *One in Six*, which focusses on the worldwide effort to erase hunger, followed by a discussion. This event was co-sponsored by the Diversity and Culture Center, the Center for Student Involvement, and the Honors Program.
- **Cultural Outing: Civil War to Civil Rights Walking Tour Part 2.** As a follow up to spring 2012 Civil War to Civil Rights Walking tour, the Diversity and Culture Center coordinated the Civil War to Civil Rights Walking Tour Part 2 during the fall semester. The Civil War to Civil Rights Walking Tour is a self-guided audio tour that follows signs throughout Washington's Downtown.
- **Soup and Substance Series.** The Diversity and Culture Center continued the Soup & Substance Series through the Fall 2012 and Spring 2013 semesters. These lunchtime programs feature a small group dialogue on various cultural and diversity topics with campus facilitators. Soup & Substance focused on Ramadan facilitated by Muslim students, the highly debated issue of ballot question 6: Maryland Dream Act, an informal discussion of the book, *35 Dumb Things Well-*

intended People Say by Dr. Maura Cullen and a discussion led by the staff member and students from the Armagh Project -a study abroad experience in Armagh, Ireland. Students shared their experiences and discussed the current civil conflict occurring in Ireland.

Section IV: Additional initiatives

- In partnership with USM and the ITHAKA Foundation, UB continues to examine online learning materials to augment learning in women's studies and African-American literature course curriculum from Coursera.
- More than one hundred courses at UB have been identified as those that address curricular needs to prepare students to work in a diverse community.
- In response to a questionnaire used in assessment regarding diversity, Applied Psychology - APPL703: Practicum course had a diversity component built into the required treatment plans so that diversity issues are discussed each week in student presentations of their treatment plans
- A partnership between the Merrick School and the Berlin School of Economics and Law offers business programs, during the summer months of June and July, that blend business, politics, language and culture for an in-depth study of Germany and the European Union.
- **Law School** new or on-going programs to address students' learning about cultural diversity.
 - *Reginald F. Lewis Pipeline Program*
 - *Baltimore Scholars Program*
 - *LSAT Prep Program*
 - *American Bar Association Diversity Day*
 - *Black Law Student Association Black History Month Recognition Week*
 - *Fannie Angelos Institute for Academic Excellence*
- Business professors wrote a play, *Concerning Lupe*, about the misunderstandings between a Latina executive and her very "WASP" boss at a multinational corporation in Chicago. The play takes place just before her performance evaluation: as they prepare for it, they each recall the same incidents but interpret them in completely different ways, because they are seeing them through different cultural lenses. The other characters in the play help to highlight the contrasts between Latino and U.S. cultures, and to understand the dynamics of prejudice and discrimination. The play has been used in a number of business courses.
- 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 department added Cultural diversity requirement implemented in program revision for AY 2013-14
- 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 and beyond.

Section V: Comparative Tables

Table I: Tenured/Tenured Track																								
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013				2013-2014			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	12	8.5%	8	4	13	9.2%	8	5	12	8.3%	7	5	13	8.8%	7	6	16	9.6%	8	8	14	8.3%	6	8
American Indian or Alaskan Native	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Asian	13	9.2%	9	4	13	9.2%	9	4	9	6.2%	5	4	9	6.1%	6	3	11	6.6%	6	5	13	7.7%	7	6
Hispanic/Latino	4	2.8%	1	3	4	2.8%	1	3	4	2.8%	1	3	5	3.4%	1	4	5	3.0%	1	4	4	2.4%	0	4
White	113	79.6%	73	40	111	78.7%	69	42	114	78.6%	69	45	116	78.9%	71	45	130	77.8%	77	53	124	73.4%	72	52
Native Hawaiian or Pacific Islander	0	0.0%	0	0	0	0.0%	0	0	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	0	0.0%	0	0	0	0.0%	0	0
Did not Self identify	0	0.0%	0	0	0	0.0%	0	0	6	4.1%	5	1	4	2.7%	3	1	5	3.0%	3	2	14	8.3%	9	5
Total	142	100.0%	91	51	141	100.0%	87	54	145	100.0%	87	58	147	100.0%	88	59	167	100.0%	95	72	169	100.0%	94	75
Table II: Other Tenured Status																								
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013				2013-2014			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	28	11.8%	16	12	34	14.6%	20	14	33	12.7%	19	14	33	13.1%	19	14	29	12.3%	16	13	36	13.9%	21	15
American Indian or Alaskan Native	0	0.0%	0	0	1	0.4%	0	1	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Asian	8	3.4%	4	4	8	3.4%	2	6	9	3.5%	4	5	10	4.0%	3	7	13	5.5%	6	7	12	4.6%	6	6
Hispanic/Latino	2	0.8%	1	1	3	1.3%	1	2	1	0.4%	1	0	1	0.4%	1	0	3	1.3%	1	2	6	2.3%	3	3
White	199	84.0%	124	75	185	79.4%	110	75	207	79.9%	121	86	200	79.7%	119	81	189	80.1%	127	62	195	75.3%	118	77
Native Hawaiian or Pacific Islander	0	0.0%	0	0	0	0.0%	0	0	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	1	0.4%	0	1	0	0.0%	0	0	0	0.0%	0	0
Did not Self identify	0	0.0%	0	0	2	0.9%	1	1	9	3.5%	6	3	6	2.4%	4	2	2	0.8%	2	0	10	3.9%	8	2
Total	237	100.0%	145	92	233	100.0%	134	99	259	100.0%	151	108	251	100.0%	146	105	236	100.0%	152	84	259	100.0%	156	103

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	Table III: Staff																							
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013				2013-2014			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	231	39.1%	65	166	207	34.3%	59	148	228	37.1%	59	169	220	36.3%	63	157	196	34.8%	56	140	196	34.3%	54	142
American Indian or Alaskan Native	1	0.2%	1	0	1	0.2%	1	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	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	18	3.2%	11	7	19	3.3%	11	8
Hispanic/Latino	8	1.4%	3	5	9	1.5%	3	6	9	1.5%	4	5	9	1.5%	4	5	12	2.1%	5	7	12	2.1%	4	8
White	335	56.7%	144	191	330	54.7%	144	186	340	55.3%	150	190	338	55.8%	147	191	322	57.1%	138	184	321	56.1%	133	188
Native Hawaiian or Pacific Islander	0	0.0%	0	1	0	0.0%	0	0	1	0.2%	0	1	1	0.2%	0	1	1	0.2%	0	1	1	0.2%	0	1
Two or More races	0	0.0%	0	0	0	0.0%	0	0	2	0.3%	1	1	4	0.7%	2	2	3	0.5%	1	2	2	0.3%	1	1
Did not Self identify	1	0.2%	0	0	41	6.8%	32	9	18	2.9%	9	9	14	2.3%	7	7	12	2.1%	3	9	21	3.7%	9	12
Total	591	100.0%	221	370	603	100.0%	248	355	615	100.0%	232	383	606	100.0%	235	371	564	100.0%	214	350	572	100.0%	212	360

	Table IV: Undergraduate Students																							
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013				2013-2014			
	#	%	Male	Female	#	%	Male	Female	#	%	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	1,559	46.3%	522	1,037	1,625	47.1%	539	1,086
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	14	0.4%	8	6	16	0.5%	9	7
Asian	116	4.4%	59	57	131	4.4%	67	64	145	4.5%	86	59	136	4.2%	73	63	144	4.3%	83	61	155	4.5%	81	74
Hispanic/Latino	70	2.6%	27	43	72	2.4%	28	44	95	3.0%	40	55	72	2.2%	34	38	152	4.5%	79	73	164	4.8%	77	87
White	982	37.1%	487	495	1,026	34.6%	539	487	1,154	36.2%	628	526	1,213	37.8%	640	573	1,256	37.3%	670	586	1,240	35.9%	674	566
Native Hawaiian or Pacific Islander	-		-	-			-	-	4	0.1%	4	-	9	0.3%	6	3	8	0.2%	5	3	7	0.2%	5	2
Two or More races	-		-	-			-	-	38	1.2%	11	27	72	2.2%	25	47	82	2.4%	28	54	109	3.2%	40	69
Did not Self identify	547	20.7%	247	300	578	19.5%	240	338	384	12.0%	161	223	238	7.4%	81	157	150	4.5%	62	88	134	3.9%	52	82
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	3,365	100.0%	1,457	1,908	3,450	100.0%	1,477	1,973
International Students	34		18	16	35		18	17	37		19	18	49		25	24	61		24	37	76		28	48
Grand Total	2,680		1,138	1,542	3,004				3,226		1,409	1,817	3,257		1,384	1,873	3,426		1,481	1,945	3,526		1,505	2,021
	Table V: Graduate Students																							
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013				2013-2014			
	#	%	Male	Female	#	%	Male	Female	#	%	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	853	28.2%	242	611	879	30.3%	269	610
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	8	0.3%	5	3	3	0.1%	1	2
Asian	162	5.5%	76	86	156	5.1%	61	95	149	4.7%	63	86	125	4.1%	53	72	130	4.3%	54	76	134	4.6%	54	80
Hispanic/Latino	66	2.2%	24	42	61	2.0%	24	37	85	2.7%	37	48	63	2.1%	28	35	135	4.5%	58	77	124	4.3%	52	72
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	1,632	53.9%	789	843	1,519	52.4%	726	793
Native Hawaiian or Pacific Islander	-		-	-			-	-	4	0.1%	1	3	4	0.1%	1	3	6	0.2%	3	3	2	0.1%	2	
Two or More races	-		-	-			-	-	33	1.1%	9	24	52	1.7%	14	38	62	2.0%	24	38	74	2.6%	27	47
Did not Self identify	682	23.0%	303	379	674	22.0%	290	384	462	14.7%	215	247	270	8.8%	112	158	203	6.7%	85	118	166	5.7%	70	96
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	3,029	100.0%	1,260	1,769	2,901	100.0%	1,201	1,700
International Students	196		90	106	192		85	107	137		62	75	114		48	66	103		46	57	91		38	53
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	3,132		1,306	1,826	2,992		1,239	1,753

**UNIVERSITY OF MARYLAND,
BALTIMORE**



**PROGRAM OF CULTURAL DIVERSITY
2013 PROGRESS REPORT
UNIVERSITY OF MARYLAND, BALTIMORE**

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.

UMB continues to have a multi-pronged approach to fostering cultural competency. First and foremost, each of the graduate/professional schools has accreditation standards that keep the issue in the forefront of their educational efforts. In addition, there are initiatives from the President's Office, Campus Life Services and others, as well as programming initiated by our students.

This progress report includes a summary of UMB's diversity-related goals contained in its institutional plan; UMB's efforts to increase its numerical representations of diverse groups; its efforts to create positive interactions and cultural awareness; and lastly, UMB's institutional demographic data, as requested by USM.

¹ UMB records indicate that there were not any campus-based hate crimes or bias-motivated incidents that occurred on campus during the applicable reporting period.

1. Summary of Institutional Plan

The University's Strategic Plan Report, 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.

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.²

²Progress toward achieving the Strategic Plan goals is overseen by Work Group co-chairs Peter Gilbert, Senior Vice President and Chief Operating Officer and Dr. Roger Ward, Vice President for Academic Affairs and Chief Accountability Officer.

Under “Promoting diversity and a culture of inclusion,” UMB’s 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 (DAC) 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 DAC.
- 1.3 Appoint in each school and principal administrative unit a senior administrator or faculty member to liaise with the DAC on diversity and inclusion initiatives.
- 1.4 Conduct a Universitywide 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.

PROGRESS REPORT as of June 2013³

FY 13 - President formally assigned responsibility for diversity and inclusion initiatives to the Diversity Advisory Council.

A letter asking each dean to appoint a senior administrator or faculty member to liaise with the Diversity Advisory Council on diversity and inclusion initiatives has been drafted. The letter is pending review by the DAC before being sent to the deans.

FY 14 (anticipated) - Each dean will formally assign a senior administrator or faculty member to liaise with the Diversity Advisory Council on diversity and inclusion initiatives.

The liaisons will be integrated into the activities of the DAC.

³ The next progress update on the Strategic Plan is due April 25, 2014.

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.

PROGRESS REPORT as of June 2013:

FY 13 - Human Resource Services is making good progress in building 'promotion of diversity and inclusion' in job descriptions and performance reviews. Likewise, the decanal review instrument includes this as a criterion.

The Diversity/EEO/AA Manager has prepared annual diversity and affirmative action reports and is readying them for distribution to deans and vice presidents. A presentation to the DAC on the diversity of tenured faculty and senior administrative staff will occur in the Fall 2013 semester.

Good progress is being made in developing a calendar of diversity programming; the offices of Communications and Academic Affairs are collaborating effectively on publicizing events for the 2013-2014 academic year.

Progress is also being made through promotion of diversity events via email blasts, The Elm newsletter and in-person outreach by each Schools' academic and student affairs deans.

FY 14 (anticipated)- A presentation to the DAC on the diversity of tenured faculty and senior administrative staff by the Diversity/EEO/AA Manager will occur in the Fall 2013 semester.

The Office of Human Resource Services will commence a compensation review to promote best practice and equity in salary determination and resource allocation.

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 Offer a training program that prepares faculty and staff to be influential leaders, advocates, and spokespeople for cultural competency initiatives across the University.

PROGRESS REPORT as of June 2013:

Activity on this goal is projected to begin in September 2014.

Each of UMB's Schools also has an obligation to and a vested interest in enhancing diversity. The "obligation" comes from the various accrediting agencies; the desire and vested interest comes from the knowledge that cultural competency education and diversity amongst faculty, staff and students results in graduate and professional students who are better trained and more capable graduates.

For example, the Accreditation Council for Pharmacy Education (ACPE) in 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." As a result, the School of Pharmacy 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.⁵

2. Efforts to Increase Numerical Representation

At UMB, targeted efforts toward increasing numerical representation of students and faculty from diverse backgrounds come primarily from within the graduate and professional schools rather than through a centralized effort. However, as is shown below by the illustrative examples, while our school based efforts are ever increasing, our campus initiated activities are also growing.

First, with regard to students, the admissions policies of UMB's schools aspire to achieve a broadly diverse student body. 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 our educational and social environment.

Yet, UMB realizes the critical importance of pipeline and recruitment activities that precede admissions review. While representatives of UMB's Schools have long attended events and made presentations at traditional HBCU's, our outreach goes much further. In 2013, UMB recruiters and other representatives attended events such as:

- Hispanic Youth Symposium;
- National Black Pre-Law Conference;
- Council on Legal Education and Opportunity's (CLEO) Attitude is Essential (AIE) and Achieving Success in the Application Process (ASAP) programs; and

⁵ They are: GA 5: Social Awareness and Social Responsibility; GA 6: Social Interaction and Citizenship; and GA 8: Cultural Competency.

- Choctaw Nation Advisement Program: Ivy League and Friends Information Session.

We also partner with organizations such as:

- National Association of Medical Minority Educators
- LatinoJustice PRLDEF (Puerto Rican Legal Defense and Education Fund)
- Association of American Medical Colleges' Summer Medical Dental Education Program.

UMB Schools also reach in to the local communities to host pipeline events. For example, the School of Medicine (SOM) does outreach through a shadowing program for members of the local community (many of whom are underrepresented minorities) and gives them the opportunity to interact with UMB physicians. SOM also has an annual High School "Mini Medical School" program where current students teach high school students about breaking cycles of health care disparities and creating positive changes in their families and communities.

The School of Law hosted a Montgomery County Scholars Program information session for students co-sponsored by 3 specialty bar associations whose membership is comprised of attorneys of underrepresented minority groups. They are the J. Franklyn Bourne Bar Association, the Maryland Hispanic Bar Association and the National Asian Pacific Bar Association.

Our Schools also conduct school-specific activities targeted toward improving enrolled students' academic success as well as retention and graduation rates. In the spring 2013 semester, the School of Nursing (SON) created a program to build on the academic services offered by their Student Success Center which targets first generation college students. Students receive a partial scholarship award, academic coaching, workshops on time management, textbook reading as well as private and group tutoring. In addition, because nursing continues to be a female dominated field, SON was involved in the establishment of the Maryland Chapter of the American Assembly of Men in Nursing in an effort to create access to male role models.

At the campus level, one of UMB's efforts toward increasing underrepresented populations in the science, technology, engineering, and mathematics (STEM) fields is through participation in Maryland's AGEP⁶ PROMISE⁷ Program. This Program has been

⁶ AGEP stands for the Alliance for Graduate Education and the Professions.

⁷ http://www.graduate.umaryland.edu/current_students/PROMISE/

a critical catalyst for increasing enrollment, retention and graduation rates. PROMISE at UMB is dedicated to providing a supportive community and professional development training in all stages of the PhD process. Along these lines, UMB offers a variety of programs and activities including a peer mentors program, recruitment activities, professional development workshops and a dissertation support group.

UMB is also proud to state that the DAC received a 2013 Higher Education Excellence in Diversity (HEED) national award.⁸ The DAC initiative recognized was a university wide open house for potential students designed to build a highly talented and diverse pipeline of applicants for our schools.

UMB's commitment to diversity and participation by underrepresented groups is equally strong with regard to the recruitment and retention of faculty and staff. The University strives to provide an efficient and user-friendly faculty hiring process that contributes to a diverse pool of qualified candidates. Human Resource Services' (HRS) Diversity/EEO/AA Office acts as a resource for departments conducting academic searches by providing all academic departments with resources and by publishing information in the "Faculty Recruitment Packet." Additionally, HRS Diversity/EEO/AA also provides information about diversity posting resources for publicizing employment opportunities during the faculty recruitment process. Additionally, recommendations for potential candidates for faculty positions are often sought from the extensive network of affiliated professionals. These targeted queries are often seen as an essential element of demonstrating interest and enthusiasm in diversity and also aid in identifying traditionally underrepresented candidates.

UMB's HRS also ensures that a number of basic elements are met in order to eliminate barriers and increase access for underrepresented minorities seeking staff employment. The University utilizes a formal performance evaluation program for all employees. In addition, management and supervisors are trained on the basic methodology of performance evaluation. Neither minority nor women employees are required to possess higher qualifications than those of the lowest qualified incumbent in the job for which they apply. Information about opportunities for advancement into more challenging positions is shared widely through the career development process. Special internal training programs are provided as necessary to ensure the achievement of our placement, retention and promotion goals. HRS also makes available diversity training workshops and offers gateways to staff and faculty mentoring programs.

⁸ <http://www.insightintodiversity.com/heed-award/about-the-heed-award>

UMB Schools also share this commitment to outreach and equity. For example, the Masters in Public Health (MPH) program specifically articulates “diversity and inclusion” and “health equity” as two of its core values. In this regard, it is generally accepted that faculty are expected to incorporate those values in their teaching, research and service. However, the MPH leadership also acknowledges the importance of the program’s faculty and staff being representative of the racial and ethnic diversity of the State of Maryland and keeps annual benchmarking statistics with regard to faculty and staff composition.

Likewise, the School of Social Work’s recent new faculty hires are noteworthy: there is a tenure track faculty member who is fluent in Jordanian Arabic and has conversational Spanish and intermediate modern standard Arabic at her disposal. She works with persons with developmental disabilities. In addition, this past year four African-American women have recently been hired (1 tenure track and 3 clinical instructors) along with an African-American male for the Dean’s leadership team.

Additionally, in 2013, the School of Medicine awarded, for the first time, a Dean’s Faculty Award for Diversity and Inclusion. The recipient, Dr. David Stewart, is associate professor and chair of the Department of Family & Community Medicine. During his tenure as chair, Dr. Stewart has recruited diverse faculty and retained excellent leaders. He has significantly increased the underrepresented minority composition of his faculty and resident staff. According to his nominator, Dr. Stewart very much encourages his faculty to pursue grants and research in the area of health disparities. He, himself, has been the principal investigator on numerous grants from the U.S. Department of Health and Human Services, the National Institute of Mental Health and the Maryland Department of Health and Mental Hygiene, including research to increase awareness for African-American males with hypertension. Dr. Stewart is also a close advisor to the University of Maryland’s School of Medicine’s Center for Health Care Disparities and the Maryland AHEC.⁹

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. Through events as varied as

⁹ AHEC stands for Area Health Education Center.

a clarinet quartet from DC's Different Drummers¹⁰, American Indian Storytelling,¹¹ Living Ribbon,¹² African Ancestry Workshop,¹³ Remembering the Holocaust,¹⁴ Suicide Prevention Training¹⁵, American Sign Language,¹⁶ and American Asian/Pacific Islander Spotlight Artists,¹⁷ the Southern Management Corporation Campus Center provides a unique setting for interdisciplinary encouragement of broad social, cultural, recreational, and education programming for the entire University community. Each Heritage-History Month program aims to:

- Provide an understanding of the multiple perspectives of others, while valuing one's own heritages, experiences and values;
- Encourage an appreciation 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.

The Office of International Scholars offers a Conversation, Communication, and Culture (C3) program in collaboration with Campus Writing Center. It meets weekly during the academic year to explore facets of culture and language and how they impact intercultural interactions. Weekly topics have included American Slang, US Politics, US Consumer Culture, Places around Baltimore, and Participant Presentations. C3 is open to all UMB students, scholars, and staff; however, the majority of participants are international students and scholars.

The Office of the President sponsors the Annual MLK Diversity Recognition Awards. In 2013, the Outstanding Faculty/Staff Award went to Gregory Carey, PhD. Dr. Carey, assistant professor and director of student summer research and community outreach in the Department of Microbiology and Immunology at the School of Medicine, was

¹⁰ LGBT History Month

¹¹ American Indian Heritage Month

¹² World Aids Day Week

¹³ Black History Month

¹⁴ Cultural Enrichment

¹⁵ Cultural Enrichment

¹⁶ Cultural Enrichment

¹⁷ American Asian/Pacific Islander Heritage Month

lauded for being a passionate and committed mentor to minority students and postdoctoral fellows at the University for close to a decade. In recent years, several immigrants and African-Americans of high school age have gone on to pursue higher degrees after being mentored in his laboratory in the Center for Vascular and Inflammatory Diseases. Dr. Carey's public speaking, teaching and mentoring activities reach students from the elementary school level to graduate and professional health education.

The Outstanding Student Group in 2013 was the University's Pride Alliance which promotes a more inclusive campus environment for lesbian, gay, bisexual, transgender and queer/questioning students, faculty, staff and alumni and is mobilizing support for equality throughout Maryland.

Another annual endeavor from the Office of the President is the Student Leadership Institute.¹⁸ It provides instruction on a no-fee, no-credit basis to selected 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 2013 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. UMB's report to DHMH has been included as Supplement B. However, a sampling of School and student led efforts are highlighted below.

Each year, the SOM student chapter of the Student National Medical Association¹⁹ provides a health fair for the diverse Baltimore community located at Lexington Market. This event has grown from a small outdoor event in front of an urban high school to an event anticipated by it's over 200 attendees. The focus of the fair is to address the

¹⁸ <http://www.umaryland.edu/islsi/pi/psli/>

¹⁹ The Student National Medical Association (SNMA) is the oldest and largest student-run organization focused on the needs and concerns of medical students of color.

health needs of the participant's entire family. Medical students and faculty interact to provide a variety of health screenings and educational information on a variety of topics from diabetes to prescription safety. In addition, they provide information on health insurance and also help address the many structural barriers to maintaining good health.

Similarly, the Hispanic Dental Association's student chapter at the School of Dentistry has an extensive outreach program. During 2013, students performed, under faculty supervision, oral health screenings for over 400 Maryland residents at Hispanic/Latino outreach events and at schools in Baltimore City. The group also visited Baltimore's St. Vincent de Paul in February of 2013 where they talked with 140+ toddlers, aged 2-4, and their parents about good oral hygiene.

The School of Social Work hosts an annual "Unity Day," which brings together diverse student groups such as the Coalition for Military Awareness, Latin American Solidarity Organization, Christian Social Work Fellowship, Lesbian Gay Bi-Sexual Transgender Questioning/Queer Allies Union, and the African-American Students in Social Work shop that highlights how all social workers, no matter their background, can promote change and understanding regarding those who need advocacy.

UMB, its Schools and its students are enthusiastic and committed partners in our wide-ranging efforts to create opportunities for education and enhancement of the lives of underrepresented minorities.

4. Institutional Demographic Data Requested by USM

Included as Supplement A.



UNIVERSITY *of* MARYLAND

**PROGRAM OF CULTURAL DIVERSITY
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SUPPLEMENT A

Demographic Data

UMB Employees by Employee Type, Race, and Gender

Employee Type	Year	Race	Total	Pct	Gender	
					F	M
<u>1 - Tenured/Tenure-Track</u>	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
	2013	African American/Black	30	5.45%	13	17
		American Indian/Alaska Native	2	0.36%	1	1
		Asian	81	14.73%	16	65
		Hispanic/Latino	11	2.00%	4	7

2 UMB SUPPLEMENT A

Not Reported	1	0.18%	1	0
White	425	77.27%	133	292
	550		168	382

Employee Type	Year	Race	Total	Pct	Gender	
					F	M
<u>2 - Non-Tenure Track</u>	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

3 UMB SUPPLEMENT A

		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
<hr/>						
2013	African American/Black		234	10.17%	160	74
	American Indian/Alaska Native		4	0.17%	4	0
	Asian		402	17.47%	195	207
	Hispanic/Latino		49	2.13%	31	18
	Not Reported		35	1.52%	16	19
	Other Pacific Islander		2	0.09%	2	0
	Two or More Races		5	0.22%	3	2
	White		1570	68.23%	874	696
			2301		1285	1016
<hr/>						
Gender						
Employee Type	Year	Race	Total	Pct	F	M
<u>3 - Non-Faculty</u>	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

4 UMB SUPPLEMENT A

	White	2246	54.37%	1494	752
		4131		2780	1351
<hr/>					
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
<hr/>					
2013	African American/Black	1294	31.45%	912	382
	American Indian/Alaska Native	5	0.12%	3	2
	Asian	376	9.14%	245	131
	Hispanic/Latino	85	2.07%	59	26
	Not Reported	62	1.51%	44	18
	Other Pacific Islander	3	0.07%	3	0
	Two or More Races	12	0.29%	10	2
	White	2278	55.36%	1516	762
		4115		2792	1323

UMB Students by Race and Gender

Year	Race	Total	Pct	Gender	
				F	M
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

6 UMB SUPPLEMENT A

	White	3654	57.38%	2532	1122
		6368		4472	1896
2013	African American/Black	861	13.70%	689	172
	American Indian/Alaska Native	9	0.14%	8	1
	Asian	954	15.18%	664	290
	Hispanic/Latino	324	5.16%	214	110
	International	271	4.31%	171	100
	Not Reported	146	2.32%	99	47
	Other Pacific Islander	1	0.02%	1	0
	Two or More Races	191	3.04%	148	43
	White	3527	56.13%	2474	1053
		6284		4468	1816



UNIVERSITY *of* MARYLAND

**PROGRAM OF CULTURAL DIVERSITY
2013 PROGRESS REPORT
UNIVERSITY OF MARYLAND, BALTIMORE**

SUPPLEMENT B

**MHEC
Cultural Competency Training
and other Health Disparities Reduction Activities Report**

**2013 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, Doctorate

1) Since the 2012 report, has your health profession training program incorporated any new strategies for instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

The School of Social Work (SSW) has, for years, infused throughout its program: strategies for instruction on cultural sensitivity, cultural competency, and health disparities. No significant new strategies have been implemented since our 2012 report; however, we have just completed our five-year strategic plan, and increasing diversity and equity is one of six themes identified by the school as a priority. The specific goal related to this theme is to: "Create an atmosphere that fosters cultural responsiveness within the school and the community." Specific objectives have been identified to attract and retain a diverse faculty, staff, and student body, prepare students to work with diverse populations, and increase equity and inclusiveness. Metrics to assess our progress toward these objectives are being established. Our programming has been consistent with the longstanding National Association of Social Work (NASW) Standards for Cultural Competence in Social Work Practice and the Council on Social Work Education (CSWE) accreditation standard on cultural competence 2.1.4: Engage diversity and difference in practice. These standards specify that social workers be equipped to work with, and advocate for, groups that are traditionally marginalized. As we stated in our 2012 report, SSW students are required to 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. We go far beyond these basic requirements, however, to infuse content throughout our programming to help students develop an appreciation for diversity, an understanding of power, privilege and oppression, and the skills to employ effective strategies for addressing inequities, including health disparities. Furthermore, the school, through its sponsored events, health disparity research, and community engagement activities, strives to foster a climate of inclusiveness and equity among its faculty, staff, students and address inequities in the state of Maryland and beyond.

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 Disparities	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 in a one-month on-site HIV/AIDS social and behavioral disparities project in Abuja, Nigeria from June 2-29, 2012.	Master's	3	Elective	18
SWCL 749 -	Advanced practice course that provides	Master's	3	Elective	24

Clinical Social Work with Lesbian and Gay Clients	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.				
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	129
SOWK 718 - Social Equality and Justice	This course focuses on variations in the structure of opportunity and outcomes within the U.S. It will examine the concepts of social equality and inequality, equity (or justice) and injustice and the forms they may take in the realm of social policy. Attention will be given to: the effects of diverse values, perspectives, and ideologies on conceptualizations of social equality and social justice.	Master's	3	Elective	16
SWCL 710 - Advanced Group Methods	This course presents and compares models of group treatment and formulations of the role of group workers in various types of groups. The influence of ethno-racial identities, age, culture, sexual orientations, gender, and social class on group treatment is studied through the use of a seminar format.	Master's	3	Elective	50
SWCL 748 - Clinical Social Work practice in Relation to Death, Dying, and Bereavement	This course provides a framework of knowledge, skills, and values for cultivating culturally competent and responsive social work practice in helping clients who confront the issues of death and dying.	Master's	3	Elective	87
SWCL 730 - Social Work with Chronic Mental Illness	This course is designed to enhance a student's understanding of how to practice effectively with a diverse spectrum of clients with chronic mental health problems, such as schizophrenia, major mood disorders, and personality disorders.	Master's	3	Elective	25
SWCL 724 - Clinical Social Work with the Aging and their	This advanced course provides a foundation for clinical social work practice with the aged and their families or caretakers from various cultural and	Master's	3	Elective	24

Families	community background.				
SOWK 766 - International Social Welfare	This advanced human behavior course introduces students to international social work globally and/or transnational work in the United States or abroad through an understanding of the major theories of individual and family functioning that encompasses biophysical, cognitive, emotional, social and spiritual dimensions. Specific attention will be paid to the role that culture and cultural identity play in human development and contextual factors that define what is considered “normal” behavior.	Master’s	3	Elective	5
SWCL 775 - Social Work Practice with Immigrant and Refugee Populations	This advanced clinical practice 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. The course focuses on the need for cultural competency in order to assess, communicate, and provide culturally sensitive services.	Master’s	3	Elective	12
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	58
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 non-deviant 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 treatment interventions.	Master’s	3	Elective	18
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.	Master’s	3	Elective	27
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	Advanced policy course that focuses on existing and proposed programs and	Master’s	3	Required for Aging	19

Social Policy	services for older adults at federal, state, and local levels, including their impact on special populations of older persons.			Specialization	
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	83
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	30
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	43

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 2012 to November 2012 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	19

C. Other Student-Centered Academic Activities (please describe)	Degree Level	Required or Elective?	# of Student Participants
Dear Mandela (October 10, 2012) - Screening and discussion, sponsored by International Social Work Organization and Student Coalition for Peace and Equality. This documentary looks at three young people's journey from their shacks to the highest court in the land as they invoke Nelson Mandela's example and become leaders in a growing social movement.	Master's	Elective	36

Social Work Intervention with Devout Christian Clients. November 19, 2012 sponsored by Christian Social Work Fellowship.	Master's	Elective	6
Unity Day (November 28, 2012) - Unity Day highlights the Unity among the student organizations here at the UM SSW. Our theme, "Uniting Student Organizations through the Arts," will focus on how social workers share diverse interests but have the ability to unify, to promote change and understanding of those in need of advocacy. Co-Sponsored by the Coalition for Military Awareness (CMA) -- Lesbian Gay Bi-Sexual Transgender Question/Queer Allies Union (LGBTQAU) -- Latin American Solidarity Organization (LASO) -- Christian Social Work Fellowship (CSWF) -- and the Organization of African-American Students in Social Work (OASIS).	Master's	Elective	28
Opportunities in Latin America and the U.S. (April 17, 2013) – Meeting sponsored by the Latin American Solidarity Organization. This meeting included a panel of representatives from local and international organizations who work in Latin America and here in the U.S.	Master's	Elective	8
Ending Silence Shame and Stigma: HIV/AIDS and the African American Family special screening and discussion (February 18, 2013) – Event sponsored by the Organization of African American Students in Social Work. This special screening and discussion examines what fuels the HIV epidemic in the community.	Master's	Elective	18
A Sister's Call (April 15, 2013) - Documentary and discussion sponsored by Student Government Association. This documentary intimately tackles many issues that millions of individuals and families around the world deal with every day, including sexual abuse, drug & alcohol addiction, suicide, mental illness, and homelessness.	Master's	Elective	33
International Social Work Career Panel (April 8, 2013) – Panel sponsored by International Social Work Organization and Alliance for Workforce Development. This discussion was about careers in international development, the value of an MSW degree, tips for job search and applications, and much more! The panel is comprised of professionals working in the States and abroad in both clinical and macro positions.	Masters	Elective	30
MLK Day Library Renovation Project at the James McHenry Elementary School (JMES) (January 21, 2013) - Project sponsored by the Organization of African American Students in Social Work. This service event assists in renovating the JMES library.	Master's	Elective	44
The Anti-Oppression Work Group (September 28, 2013) - The Anti-Oppression Work Group is a group of students Organizing to bring issues of social justice and anti-oppression back into the forefront of our social work education and to address the ways in which racism, classism, and other oppressions are addressed in our classes.	Master's	Elective	8

3) Are the following changes in student cultural competency measured?

Changes in knowledge
Changes in skills
Changes in attitudes

4a) If change is being measured, which methods were used to assess such changes?

Essays

Clinical Practice Simulations

4b) If change is being measured, how often do such assessments occur during the course or clinical experience?

At Conclusion of Course or Learning Experience

4c) If change is being measured, 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.

We do not currently collect pre- and post- intervention data. Rather, student learning is captured in a summative form at the end of the course or field experience. However, it is likely we will be collecting finer-grained data within the next 2-3 years, as we implement our strategic plan and increase our assessment of student learning outcomes in preparation for our CSWE re-accreditation in 2017.

5) 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
Assistant Professor Philip Osteen, MSW, PhD , has been invited by Maryland's Department of Health and Mental Hygiene's Office of Minority Health and Health Disparities to join its Cultural Competency Work Group being established by the Maryland Health Quality and Cost Council (MHQCC) under the Maryland Health Improvement and Disparities Reduction Act of 2012.	October, 2012	N/A	N/A
Professor Michael Reisch, MA, MSW, PhD , gave the 2nd Biennial Daniel Thursz Lecture at Catholic University's National Catholic School of Social Service in Washington, DC on the topic of "Social Justice for the Elderly and the Inter-generational Compact."	Oct. 17, 2013	Students, Faculty, Staff and Community	50
WYPR's The Lines Between Us...LIVE - At University of Maryland School of Social Work Auditorium - WYPR recorded the final episode of its series "The Lines Between Us" in front of a live audience at the University of Maryland School of Social Work auditorium. Throughout "The Lines Between Us," Maryland Morning with Sheilah Kast has laid out the Baltimore region's landscape of inequality.	Sept. 26, 2013	Students, Faculty, Staff and Community	100
Associate Professor Michael Lindsey, MSW, MPH, PhD , was the featured speaker at the Collegium of Scholars, a monthly lecture series sponsored by the Center for Health Equity, University of Maryland (College Park). Dr. Lindsey's talk focused on the mental health help-seeking behaviors of Black adolescent and young adult males, and included a very rich discussion of the implications for research, policy and practice with this population.	Nov. 13, 2013	Students, Faculty, Staff and Community	25
The Daniel Thursz Social Justice Lecture: Social Justice for a Fair and Inclusive Society with Professor John A. Powell. John A. Powell is an internationally recognized expert in the areas of civil rights and civil liberties and a wide range of issues including race, structural racism, ethnicity, housing, poverty, and democracy.	Nov. 18, 2013	Students, Faculty, Staff and Community	100

**2013 REPORT – INSTITUTIONS OF HIGHER EDUCATION:
CULTURAL COMPETENCY TRAINING AND
OTHER HEALTH DISPARITIES REDUCTION ACTIVITIES**

University of Maryland, Baltimore

Discipline: Nursing

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

1) Since the 2012 report, has your health profession training program incorporated any new strategies for instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

Since 2012, three major nursing degree programs have been under extensive revisions, and the threads of cultural competence and meeting the health care needs of disenfranchised and underserved populations have been verified and strengthened as needed. The curriculum committees for the BSN, CNL and BSN-DNP programs have made this issue a priority, and many of the faculty have been involved in the revisions. A renowned cultural competence expert, Dr. Sandra Bibb, was consulted and subsequently delivered multiple lectures and consultations for faculty to infuse in all levels of the curriculum. Our accreditation group, CCNE, will return for our 5 year follow up evaluation in the fall of 2014 (just after our newly revised curricula are rolled out), and our SON will be well prepared to meet the requirements for preparing our students for cultural competence/sensitivity as we serve the diverse patient population in Maryland and surrounding states. We are proud of the fact that the 2009 report from CCNE specifically mentioned that one of the strengths of our SON as having a diverse student body to which we are well equipped to respond to meet the educational needs.

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.)

Bachelor's

The Bachelor of Science in Nursing (BSN) program incorporates learning activities aimed at developing cultural competency in our students/graduates. The students plan and implement nursing care that is individualized, and that recognizes the influence of culture on well-being and health outcomes. The goal is culturally sensitive care in a variety of practice setting 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	This didactic, laboratory, clinical and seminar course introduces students to the concepts of contemporary professional nursing. The student is guided in the application of theory to clinical practice and in the development of cognitive, psychomotor, communication, and therapeutic skills necessary to address the common needs and responses of persons experiencing various health states.	BSN	4	Required	237

NURS 315 - Pathopharmacology	This course focuses on the disruptions of physiological systems that immediately or ultimately produce disease states and on the use of drugs to prevent or ameliorate those disruptions. Patient and population specific factors that affect the likelihood of success of a particular drug therapy or that increase the danger from untoward effects are integrated throughout the course. Legal and regulatory issues are discussed. The student applies previously acquired knowledge in human anatomy and physiology as well as other basic sciences.	BSN	5	Required	241
NURS 325 - Context of Health Care I	This course provides an overview of the nature of nursing as an evolving profession and its relationship to the structure and function of the United States health care delivery system. Major issues and trends in nursing and health care are explored. Consideration is given to the impact of social, political, economic, and technological factors on the health care system and the nursing profession. The development of basic skills and competencies in problem-solving, decision-making, group dynamics, delegation and supervision are addressed.	BSN	2	Required	222
NURS 333 - Health Assessment	This course is designed to provide students with the knowledge and skills necessary to assess individual health as a multi-dimensional, balanced expression of bio-psycho-social-cultural well-being. Course content will reflect a functional health and systems approach to nursing assessment of humans through all developmental stages. Comprehensive bio-psycho-social-cultural assessment approaches will be introduced to enable students to assess the impact of environmental influences (risk factors) upon individual health.	BSN	3	Required	248
NURS 330 - Adult Health Nursing	This course provides didactic and clinical learning experiences designed to enable students to provide nursing care to clients across the adult life span who are experiencing a variety of complex, acute, and chronic health problems in various settings, including	BSN	7	Required	207

	long-term care and/or rehabilitation.				
NURS 331 - Gerontological Nursing	This course explores unique health and nursing needs of elderly clients and their significant others, and examines the political, social, economic, ethical, and end of life issues that have implications for an aging society. The emphasis will be on healthy aging and wellness and for the student to develop a positive perspective on aging.	BSN	3	Required	218
NURS 308 - Nursing Care of Infants/Children	This course teaches students how to provide nursing care to infants and children within the family as a unit of care. An integrated approach to development is used. Emphasis is placed on understanding the family as the basic unit in children's lives. Biological, psychological, social, cultural, and spiritual influences that impact family beliefs are emphasized. Content includes a focus on wellness and illness. Current pediatric health problems, anticipatory guidance, prevention and health care promotion are presented within a framework of childhood development, family dynamics and communication skills. By using the nursing process and fostering critical thinking, the student will learn to deliver safe, theory-based nursing care to children within the family unit. Clinical experiences with children and their families provide opportunities for application and integration of theory-based content. Students participate in clinical experiences in a variety of settings including acute care facilities, the community, and the learning resource center. Students will care for families with children experiencing both simple and complex needs throughout various stages of the life span. Opportunities will be provided for students to learn specific content on an individual basis through the medium of computer-assisted instruction, interactive videos, films, and through access to the multimedia skills laboratory.	BSN	4	Required	213
NURS 402 - Psychiatric/Mental Health Nursing	This course provides a basic understanding of psychiatric and mental health nursing principles through	BSN	5	Required	219

	<p>classroom and related clinical experiences in a variety of settings. Course content builds on the American Nurses Association's Psychiatric & Mental Health: Scope and Standards of Practice using an integrated biological, psychological, sociocultural, environmental, and spiritual approach to the care of persons with psychiatric disorders. Empirical, aesthetic, ethical and personal ways of knowing are explored as a basis for understanding the holistic needs of persons with psychiatric disorders. Current research, theory, and biological foundations of psychiatric disorders are introduced. Treatment modalities and legal/ethical implications of caring for persons with psychiatric disorders, along with issues of professional and personal involvement in psychiatric mental health nursing, are discussed. The therapeutic use of self within the context of an integrated, evidence-based approach to meeting the biological, psychological, cultural, social, and spiritual needs of persons with psychiatric disorders, their families, and caregivers is emphasized.</p>				
NURS 407 - Nursing Care of the Childbearing Family	<p>This clinical course provides an understanding of perinatal, women, and family nursing principles through classroom and seminar experiences. An evidence-based practice approach is used and emphasis is placed on the biological, psychological, social, cultural, and spiritual aspects of the childbearing experience. Course content includes patient centered care and examination of selected societal and technological issues that influence women and families. Students will apply theory into clinical practice through nursing care experiences with women, newborns, and families in a variety of inpatient and outpatient settings.</p>	BSN	5	Required	212
NURS 403 - Community Health Nursing	<p>This course uses a public health nursing practice model that links nursing with core public health functions and essential public health services. It provides the foundational principles of</p>	BSN	5	Required	221

	community and public health nursing using theory, analytic skills, and related clinical experiences. Global, federal, state, and local public health priorities are examined to illustrate the nursing process for the care of communities and populations. The sciences providing the evidence base for community and public health assessment, intervention, and evaluation are integrated into the course. Ethical principles and concepts of occupational and environmental health and social justice are incorporated by analyzing the origins of health disparities especially in cases of special (vulnerable) populations. The historical, current, and future role of nurses, who care for populations by empowering individuals, families, and communities, is critically analyzed. Students apply and evaluate evidence-based interventions in a variety of public and private clinical settings.				
NURS 487 - Clinical Emphasis Practicum and Seminar	This course is the capstone clinical practicum and seminar taken in the final semester of the baccalaureate program to facilitate the transition from nursing student to professional nurse. Analysis and synthesis of information from all NURS 425 coursework is applied to the delivery of organized and safe nursing care in a variety of clinical situations. The components of the course are the clinical preceptorship, critical thinking, and career planning. The course is designed to provide the student with opportunities to apply knowledge from nursing courses and critical thinking skills to clinical situations and case studies. The student works with a clinical preceptor in the development, implementation, and evaluation of objectives specific to the clinical emphasis area. Students will revise and refine their resume and interviewing skills and develop an individualized plan for preparing for the NCLEX examination. This course is taken during the last semester of the program.	BSN	6	Required	222

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 –This introduction to nursing fundamentals course includes simulations and 32 clinical hours in long-term care settings. Cultural considerations introduced in this course include communication variances, and integrating respect, appreciation and skill in working in working with patients with culturally diverse backgrounds, beliefs, and health care practices. Clinical Experience and Clinical Simulation Lab	BSN	Pass/Fail	1	Required	237
NURS 333 - Cultural, religious and health disparity issues are covered in the following ways: 1. "What is culture" content and discussion is covered in the first week of class. Content includes definition of culture, components of diversity, steps to becoming culturally competent, common implications of cultural or religious preferences. This segment includes small group discussion. 2. Communicating with the person who does not speak English or who is hearing impaired is covered during our segment on interviewing. This includes content on using certified translators vs. staff vs. family members and translator etiquette. 3. Age specific and pregnancy related changes are discussed with each body system addressed. 4. Our EHR platform includes an area for students to document their "patient's" cultural and religious needs or preferences under the subjective portion of the SOAP note that students complete in lab each week.	BSN	Pass/Fail	1	Required	248
NURS 330 – This course includes 90 clinical hours, and provides learning opportunities in a variety of acute care settings where students provide direct care to patients from a variety of cultural and religious backgrounds. Health disparities are also addressed in this course. Sarah Gould is an orthodox Jewish female. During the simulation, students have to provide care to an orthodox Jewish female and to be mindful of her head covering & when she has to have a foley inserted; we expect them to ask permission for any male students to remain in the room.	BSN	Pass/Fail	4	Required	207
NURS 308 – This course includes 90 clinical hours in pediatric settings across the healthcare continuum. Experiences integrate issues related to access to care, health disparities, and cultural	BSN	Pass/Fail	2	Required	213

considerations.					
NURS 402 – In the course, the focus is on providing care for patients with psychiatric and mental health disorders, including 90 clinical hours in acute, chronic, and outpatient settings. Content includes issues related to access to care, health disparities, and cultural considerations.	BSN	Pass/Fail	2	Required	219
NURS 407 – The clinical course focuses on providing care in maternity, newborn, and women's health settings, and includes 90 clinical hours. Culture is a curricular thread throughout the course. Social determinants of perinatal health are covered with a focus on cultural competency. Various cultural practices and childbearing are discussed in relationship to breastfeeding, intrapartum care, postpartum care, nutrition and pregnancy and perinatal loss.	BSN	Pass/Fail	2	Required	212
NURS 403 - This course includes 90 clinical hours with a focus on cultural competence, health literacy, health teaching and health promotion in community and public health settings. Health Disparities are covered very comprehensively and includes vulnerable populations, social justice, and environmental health	BSN	Pass/Fail	2	Required	221
NURS 487 – 180 clinical/practicum hours as a one-on-one precepted experience, and incorporates a cultural assessment as part of the patient case study. Additionally, cultural sensitivity is incorporated into all 3 simulations by using standardized patients from different cultures.	BSN	Pass/Fail	4	Required	222

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

Master's

Master's Core Courses

The first two courses are required of all Master of Science (MS) students. These two core courses integrate cultural sensitivity, cultural competence, linguistic competency and health literacy 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	MS	3	Required	308

	diversity, health disparities, and social justice in health care are analyzed.				
NURS 659- Organizational and Professional Dimensions of Advanced Nursing 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	260

Note:

NPHY 612 and NURS 723 are required courses for Adult- Gerontology Primary Care Nurse Practitioner, Adult- Gerontology Acute Care Nurse Practitioner/Clinical Nurse Specialist, Family Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner-Family, and Nurse Anesthesia Programs

NPHY 612 - Advanced Physiology and Pathophysiology across the Lifespan	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	124
NURS 723 - Clinical Pharmacology and Therapeutics across the Lifespan	Provides advanced knowledge of commonly prescribed pharmacologic agents.	MS	3	Required	52

Adult-Gerontology Primary Care Nurse Practitioner

The Adult-Gerontology Primary Care Nurse Practitioner 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 777 - Diagnosis and Management of Adults Across of Lifespan	The student will focus on 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.	MS	4	Required	29
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	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 605 - Comprehensive Adult Health Assessment – This course 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 identifying, describing and communicating normal and abnormal findings in a written and oral format. A major focus of this course is on the assessment process. Course section prerequisites may differ.	MS	Graded	3 cr. 40 hrs.	Required	31
NURS 687 - Comprehensive Health Assessment of the Older Adult - In this course, taken concurrently with Health Assessment, the student develops the knowledge and skills necessary for the beginning level of the gerontological nurse in advanced practice roles. The focus is on the assessment of all aspects of the older adult's health status, including health promotion, health protection, and disease prevention. Clinical reasoning skills to differentiate normal changes associated with aging from abnormal findings associated with disease processes are also emphasized. Exploration of the advanced practice nursing role in clinical, geriatric health care facilitates the student's role transition and realistic understanding of the advanced practice role.	MS	Pass/Fail	1 credit 40 hrs.	Required	32
NURS 768 - Clinical Practicum for Adults Across the Lifespan - A 225 hour clinical practicum per semester in a variety of community-based clinical settings (including but not limited to) college health services, health maintenance organizations, community clinics, long term care, assisted living, continuing care retirement communities, occupational health settings, and private practice will stress application of concepts presented in the Diagnosis and Management course. The student will gain increased expertise in communication skills, health assessment skills, interpreting findings, applying epidemiological concepts and developing and implementing plans of care for adults across the lifespan with health maintenance needs, and/or common acute and chronic health problems. The focus of this clinical experience will be on initial workups	MS	Pass/Fail	5 credits 225 hrs.	Required	29

of new patients, limited short-term relationships with these patients and the evaluation and management of patients with self-limiting acute problems, or stable chronic illnesses as a beginning step in learning diagnosis and management of health problems.					
NURS 788 - Complex Clinical Practicum for Adults Across the Lifespan - This course will build on concepts presented in the Diagnosis and Management of Adults Across the Lifespan (NURS 620) course. The focus is on refining health assessment skills, interpreting findings, developing and implementing appropriate plans of care to meet common health maintenance needs of adults and to promote the health of adults with more complex health problems. The student will gain increased expertise in communication skills, health assessment skills, interpreting findings, epidemiological concepts and developing and implementing plans of care. The emphasis will be placed upon managing an aging population with complex, chronic healthcare needs and promoting healthy behaviors across the lifespan.	MS	Pass/Fail	4 credits 180 hrs.	Required	29
NURS 794 - Advanced Clinical Practicum for Adults Across the Lifespan - In this clinical course taken concurrently with Advanced Diagnosis and Management of Adults Across the Lifespan, the student functions as an adult/gerontological nurse practitioner in primary care settings including but not limited to: college health services, health maintenance organizations, community clinics, long-term care, assisted living, continuing care retirement communities, occupational health settings, and private practice) with adults who have complex and multiple health problems. The student will synthesize and integrate previously learned concepts to promote the health of adults and develop more independent diagnosis and management of patients with multi-system problems. Using a problem solving approach and evidence based practice guidelines, the student will determine an optimal plan in relation to both short and long-term health related goals for clients they see on an ongoing basis. Emphasis is on increased independence and decision-making in a multidisciplinary environment. The student is expected to assume an increased responsibility	MS	Pass/Fail	5 credits 225 hrs.	Required	21

for the quality of health care rendered and to participate in evaluative activities.					
NURS 795 - Clinical Syndrome Management of Older Adults - In this clinical course, the student functions as a gerontological nurse practitioner in health care settings with older adults who have multiple health problems and complex clinical syndromes. The student will be able to synthesize and integrate previously learned concepts to further refine the advanced application of assessment, differential diagnoses skills, and increasingly independent development of appropriate therapeutic interventions for the older adult who presents with complex clinical syndrome in a variety of settings.	MS	Pass/Fail	2 credits 90 hrs.	Required	20

Adult- Gerontology Acute Care Nurse Practitioner/Clinical Nurse Specialist

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
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	16
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	16

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: This course 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 identifying,	MS	Graded	3 cr. 40 hrs.	Required	20

describing and communicating normal and abnormal findings in a written and oral format.					
NURS 623 - Advanced Assessment of the Critically Ill: This clinical course provides the student an opportunity to develop advanced assessment skills for use with critically ill adults. Students build on previous knowledge and clinical experience to develop advanced skills in comprehensive assessment of the critically ill including invasive monitoring data, appropriate laboratory and diagnostic procedures. Students develop competence in identifying, describing, and analyzing normal and abnormal findings. Clinical experiences in critical care settings provide opportunities for the application of a variety of assessment strategies, and the analysis of a comprehensive database using an organized approach to health assessment at any stage of acute illness. Students without prior Emergency Department or Critical Care experience are required to take N418 CV nursing as Independent study.	MS	Graded	3 cr. 45 hrs.	Required	20
NURS 647 - Diagnosis and Management of Common Acute Care Problems: Provides the basic knowledge and skills necessary to practice at the beginning level as an advanced practice nurse with adult populations in acute care settings. Emphasizes the development of a conceptualization of the role of advanced practice nurses, skills in diagnostic reasoning and clinical decision-making, and the examination of theoretical and empirical bases for advanced nursing practice. Direct practice content focuses on health problems commonly encountered in acutely ill and injured individuals. Indirect practice content focuses on the critical analysis of medical and nursing interventions commonly used with acutely ill adults. Clinical experiences in acute care settings provide opportunities for the development of diagnostic reasoning and beginning management of common acute care problems.	MS	Graded	5 cr. 200 hrs.	Required	20
NURS 726 - Diagnosis and Management of Complex Acute Care Problems: Provides the advanced knowledge and skills necessary to function as an acute care practitioner. Promotes refinement of skills in assessment, diagnostic reasoning, and clinical decision-making, development of, as well as	MS	Graded	4 cr. 150 hrs.	Required	20

implementation of nursing interventions for critically ill patients. Analyzes the emerging role of the acute care nurse practitioner within the legal constraints of the health care delivery system. Examines the theoretical and empirical basis for diagnosing and managing adult patients with complex acute care problems. Clinical experiences focus on collaborative care of adult patients with complex health problems.					
NURS 679 - Advanced Practice/Clinical Nurse Specialist Roles in Health Care Delivery Systems: Supports, expands, and applies trauma, emergency department, acute and critical care expertise to clinical nurse specialist/advanced practice nurse role functioning. In this course students analyze the role and influence of the advanced practice nurse/clinical nurse specialist on the health care environment and on the delivery of care. Clinical experiences and seminars focus on the developing diverse leadership roles of the advanced practice nurse/clinical nurse specialist and related skills including: facilitating education/learning, advocacy/moral agency, implementing evidence-based practice, management, consultation/collaboration, facilitating clinical inquiry and research.	MS	Graded	3 cr. 150 hrs.	Required	20
NURS 727 - Advanced Acute Care Management: Emphasizes increased independence in the assessment, diagnosis, and management of acutely ill adults with multisystem problems. Clinical experiences and seminar sessions are designed to assist in the integration and synthesis of previously learned concepts in managing acutely ill adults across the continuum of acute care. Emphasis is on increased independence and decision-making in an inter-professional environment. Clinical and professional practice issues are explored.	MS	Graded	4 cr. 150 hrs.	Required	20

Family Nurse Practitioner

The Family Nurse Practitioner (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 at federally qualified health centers and with providers located within medically underserved areas serving an ethnically diverse population. 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.

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	20
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	20
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	20
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	23
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	27
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	22

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: Emphasizes the clinical implementation of health promotion and disease intervention strategies for patients across the life span. Concentrates on the health promotion role of the family nurse practitioner in primary care settings. Includes the synthesis of data and the formulation of comprehensive management plans for patients and families.	MS	Pass/Fail	1 45 hrs.	Required	19
NURS 633 FP II – Practicum, Clinical Management of Common Health Care	MS	Pass/Fail	4 180 hrs.	Required	20

Problems: Focuses on the clinical application of critical diagnostic reasoning skills in the case management of acute commonly occurring health care problems encountered across the lifespan. Emphasizes clinical integration of pathophysiology, psychopathology, pharmacotherapeutics, family theory, health promotion, growth and developmental processes within family practice settings. Stresses the diagnostic and therapeutic role of the family nurse practitioner in primary care.					
NURS 703 - Specialty Topics in Family Practice: The third sequential clinical course in the Family Nurse Practitioner (FNP) Specialty. This course provides the students with clinical application and knowledge of selected specialty topics commonly encountered in family practice. Concepts of health promotion, maintenance and restoration will be explored. The course integrates pathophysiology, psychopathology, pharmacotherapeutics, growth and development, and health promotion within the context of culturally diverse family practice settings and outpatient specialty services. This course emphasizes the ongoing development of advanced critical thinking skills for comprehensive assessment, diagnosis and management, including skills for therapeutic interventions for health care problems across the lifespan. This course will provide students with the opportunity to refine clinical diagnostic and reasoning skills, to select appropriate referrals and to participate in interdisciplinary collaboration with other health care providers. Family adaptation to health/illness changes and coping strategies will also be addressed.	MS	Pass/Fail	2 45 hrs.	Required	20
NURS 644 FP III – Practicum, Management of Complex Health Care Problems: Focuses on the management of complex chronic health care problems in patients across the life span. Emphasizes effective implementation of critical thinking skills for age-appropriate assessment, diagnosis, and treatment of chronic health care problems encountered with patients in a variety of family practice settings.	MS	Pass/Fail	3 135 hrs.	Required	22
NURS 741 FP IV – Practicum, Integrative Management of Primary Health Care Problems: Focuses on preparing family nurse practitioner students to function independently at a beginning level of practice in a variety of	MS	Pass/Fail	7 315 hrs.	Required	22

primary care settings. Individualized practice with designated preceptor(s) provides the integrative clinical experiences necessary to refine specialized knowledge and skills in family practice and selected primary care settings.					
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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 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	28
NRSNG 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	26
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 pathophysiological and psychopathological processes.	MS	2	Required	26
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	28
NURS 643 - Advanced Nursing of Children I:	Emphasizes the role of the Advanced Practice Nurse in the management of acutely ill infants, children and	MS	2	Required	6

Diagnostic Reasoning	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.				
NRSG 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	10
NRSG 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	22
NURS 714 - Common Health Problems of Children II	The focus of this primary care course is on selected advanced health care problems of a complex nature and underlying alterations in health equilibrium. This course builds upon the knowledge and diagnostic reasoning acquired in Common Health Problems of children and adolescents II. Emphasis is placed on data collection, problem identification, evidenced-based management, and evaluation of the effectiveness of interventions. Throughout this course, the student will apply a problem-solving and critical thinking approach to selected disruptions in the health of older children and adolescents, and the effects of these disruptions on growth and development in the context of the family. The underlying pathological processes will be emphasized as well as epidemiology, differential diagnosis, selection of management processes, evaluation of the effectiveness of intervention and management, and both the short and long-term implications of the child's health status. Primary, secondary, and tertiary prevention will be discussed.	MS	2	Required	12
NRSG 721 -	This course provides essential	MS	2	Required	18

Primary Care Issues and the Child with a Chronic Illness or Special Care Needs	preparation for the Advanced Practice PNP student in the provision of care to infants, children and adolescents with chronic illness or special care needs. A holistic healthcare approach is the underlying theme in promoting and maintaining the health and developmental needs of these children and is viewed essential to their care. Developing a knowledge base of physiology and pathophysiological processes is emphasized. Case management, assessing and documenting effectiveness of treatment plans and providing cost effective care is discussed. Education, support, advocacy and health promotion is integrated into the discussion as well as anticipatory guidance. Barriers to optimal health care for these children are identified and the role of the advanced practice nurse in assuming leadership in the care of these children is discussed.				
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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 611 - Pediatric Assessment in Advanced Practice Nursing - Utilizes a seminar alternating with laboratory and clinical experiences that emphasize the role of the advanced practice pediatric nurse. Provides the opportunity to refine assessment skills as data is collected and analyzed in the clinical area, using a variety of interviewing, examining and recording skills. Role boundaries, role facilitation and barriers to role implementation are analyzed in seminar sessions	MS	Graded	3 cr. 45 hrs.	Required	29
NRSG 716 - Primary Care Clinical I: This course prepares the student to diagnose and manage complex, multiple, and chronic health needs of adults across the life span in primary care settings. Diagnostic reasoning skills and advanced decision-making are refined. Specific attention is paid to role, legal, policy, and health care finance issues relative to primary care nurse practitioners. The student will focus on the progression of the patient problem, refine differential problem-solving skills, and determine appropriate management interventions. The student is expected to	MS	Pass/Fail	3 cr. 135 hrs.	Required	26

synthesize previously learned concepts in primary care nursing.					
NRS 624 - Advanced Nursing of Children I, Clinical Practicum: Focuses on the emerging role of the advanced practice pediatric nurse and the delivery of primary care within the reconceptualization of the health care system.	MS	Graded	3 cr. 135 hrs.	Required	8
NRS 731 - Pediatric Acute Care II, Clinical Practicum: Emphasizes the multi-faceted implications of the role of the advanced practice nurse. Provides the forum for addressing role issues encountered in primary care settings, comparing clinical experiences, implementing marketing strategies and clarifying professional licensure/certification/practice requirements. Integrates the management of acute and chronic health care problems.	MS	Graded	4 cr. 180 hrs.	Required	12
NRS 645 - Advanced Nursing of Children II, Clinical: Focuses on the emerging role of the advanced practice pediatric nurse and the delivery of primary care within the reconceptualization of the health care system. Involves the synthesis of all prior coursework, application of critical thinking to the clinical arena, implementation of the nursing process, and advanced physical assessment skills. Emphasizes tertiary care-based services.	MS	Pass/Fail	5 cr. 225 hrs.	Required	
NRS 732 - Advanced Issues in Adolescent Care: This course focuses on the systematic inquiry of the foundations of advanced 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.	MS	Pass/Fail	1 cr. 45 hrs.	Required	10
NRS 733 - Primary Care Clinical III: Focuses on integration and application of principles of leadership, management, program planning, implementation and evaluation in population-based efforts to provide affordable quality care. Special emphasis is placed on the practical skills needed for the community/public health nurse to succeed as a leader and manager in the current domestic and international health care environment.	MS	Pass/Fail	3 cr. 90 hrs.	Required	12
NRS 722 - Primary Care Clinical II - Primary Care Issues and the Child with a Chronic Illness or Special Needs	MS	Pass/Fail	3 cr. 135 hrs.	Required	18
NRS 715 - Advanced Primary Care of Children: This course is designed to integrate and synthesize the material from all previous	MS	Pass/Fail	5 cr. 135 hrs.	Required	13

coursework and new concepts relevant to the pediatric nurse practitioner in primary care. Clinical experiences require the assumption of a more independent role in assessing and managing the health care of children from birth to adolescence as part of a multidisciplinary health care team.					
NURS 648 - Newborn Clinical: Provides alternative learning experiences: independent study, development of specific clinical competencies, classes focusing on a variety of special interest topics or topics of an interdepartmental nature within the broad category of nursing of children.	MS	Pass/Fail	1 cr. 45 hrs.	Required	19

Psychiatric Mental Health Nurse Practitioner - Family

The Psychiatric Mental Health Nurse Practitioner (PSYCH NP) specialty introduces cultural competency in each of its clinical courses. Students incorporate developmental features, family considerations, spiritual beliefs, and social/cultural context into the psychosocial assessment of patients with psychiatric symptoms or complaint. Students learn that in order to diagnosis a psychiatric disorder, the symptoms must be considered outside of cultural norms and beliefs. DSM-IV culturally-specific psychiatric diagnoses and others that do not appear in the DSM are reviewed. PSYH NP 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	19
NRS 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	19
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 discussed.	MS	2	Required	17
NURS 723 - Clinical Pharmacology and Therapeutics	Provides advanced knowledge of commonly prescribed pharmacologic agents.	MS	3	Required	3
NURS 751 -	Provides advanced knowledge of	MS	3	Required	15

Psychopharmacology	commonly prescribed psychopharmacologic agents. Legal, ethical and cultural implications of pharmacotherapy are also critically reviewed.				
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	16
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	12

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	13
NRS 669 - Differential Diagnosis of Mental Disorders Practicum	MS	Pass/Fail	2 cr. 90 hrs.	Required	19
NURS 665 - Therapeutic Interventions across the Lifespan in Mental Health	MS	Pass/Fail	3 cr. 135 hrs.	Required	17
NURS 656 - Conceptual foundations of Family Therapy: Practicum	MS	Pass/Fail	3 cr. 135 hrs.	Required	12
NURS 740 - Advanced Practice Psychiatric and Mental Health	MS	Pass/Fail	4 cr. 180 hrs.	Required	18

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 members 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 Nurse Anesthesia	MS	3	Required	30
NURS 605 -	Builds on previously learned skills and	MS	3	Required	27

Comprehensive Health Assessment of Adults	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.				
NRSG 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	28
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	28
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	29
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	28
NURS 604 - Advanced Pharmacology for NA	This course expands on the pharmacology discussed in NRSG 603 to include an in-depth discussion on opioids, local anesthetics, and all adjunct medications that Nurse Anesthetists encounters in practice	MS	3	Required	28
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 more complex patients	MS	3	Required	27
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	MS	3	Required	27

	independent nurse anesthesia practice				
NRSG 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	26
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	30

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	28
NURS 657 - Anesthesia Nursing Practicum II	MS	Pass/Fail	5	Required	54
NURS 673 - Anesthesia Nursing Practicum III	MS	Pass/Fail	5	Required	27
NURS 615 - Regional Anesthesia and Practicum	MS	Pass/Fail	3	Required	27
NURS 674 - Anesthesia Nursing Practicum IV	MS	Pass/Fail	3	Required	26
NURS 676 - Anesthesia Nursing Practicum V	MS	Pass/Fail	5	Required	30

Clinical Nurse Leader

In the Clinical Nurse Leader (CNL) program, a master's entry into practice program, students learn in their course work and clinical settings to develop self-awareness and 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 across the life span in a variety of settings.

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 guides students 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	4	Required	72
NURS 503 - Health Assessment	This course is designed to provide 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.	MS	3	Required	75
NURS 501 - Pathopharmacology	This course focuses on the pathophysiologic disruption to system functioning and on the use of therapeutic	MS	5	Required	78

	drugs in the health care setting.				
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	6	Required	70
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	3	Required	76
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	71
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	4	Required	73
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 evidence-based practice approach is used and emphasis is placed on the biological, psychological, social, cultural, and spiritual aspects of the childbearing experience.	MS	5	Required	68
NURS 511 - Psychiatric/Mental Health Nursing	This course uses an integrated biological, psychological, sociocultural, environmental, and spiritual approach, students with psychiatric disorders.	MS	5	Required	76
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	5	Required	70
NURS 523 - Clinical Emphasis Practicum and Seminar	This course provides the student with opportunities to apply knowledge from nursing courses and critical thinking	MS	1	Required	67

	skills to clinical situations, patient care leadership, and case studies.				
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	6	Required	77

B. Field-Based Learning: Clinical Experiences and Practical Applications	Degree Level	Graded or Ungraded ?	# of Clinical 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	Required	72
NURS 514 – 135 hours of direct patient care. Assessment of cultural considerations, health disparities, health literacy integrated into clinical activities	MS	Pass/Fail	2	Required	70
NURS 517 – 90 clinical hours of direct patient care working with pediatric populations across the healthcare continuum, includes issues related to access to care and health disparities, as well as cultural considerations	MS	Pass/Fail	2	Required	73
NURS 509 - 90 clinical hours working directly 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	2	Required	68
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	Required	76
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	Required	70
NURS 523 – 300 practicum hours in a precepted clinical setting. Concepts related to health disparities, cultural considerations, and health literacy is integrated into care delivery.	MS	Pass/Fail	7	Required	67

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 interdisciplinary teamwork in assessment, diagnosis and community-wide or population-based health promotion/disease prevention interventions.	MS	3	Required	9
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	13
NURS 671 - Epidemiological Assessment Strategies	This course focuses on assessment of physical and social indicators of public health.	MS	3	Required	9
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	11
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	8
NURS 733 - Leadership in Community/Public Health Nursing	Building on the epidemiological assessment and program development skills obtained in prerequisite courses, students will analyze and evaluate health promotion/disease prevention programs. Analysis of organizational systems will be an essential precursor to outcome measurements. In addition, advanced communication and leadership skills will be discussed in various legislative, political and community settings. To obtain funding for program, the components of writing a grant proposal will be reviewed.	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 762 - Program Planning and Evaluation in Community/Public Health Practicum	MS	Graded	3	Required	11
NURS 753 - Practicum in Leadership in Community/Public Health Nursing	MS	Graded	4	Required	23

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
NRSG 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/ DNP	3	Elective	25
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	56
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	31

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

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	35
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	36
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	36
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	MS	3	Required	9

	examining and critiquing current literature on the topics with a focus on various research methodologies.				
NRS 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	15

B. Field-Based Learning: Clinical Experiences and Practical Applications	Degree Level	Graded or Ungraded	# of Credits/Hours	Required or Elective?	# of Student Completions
NURS 738 - Practicum in Nursing Informatics	MS	Graded	3	Required	24

Doctor of Nursing Practice

Throughout the Doctor of Nursing Practice (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. The curriculum is guided by the Campinha-Bacote model. Based on the advisement of a cultural competency consultant, all core courses were reviewed this academic year to ensure incorporation key aspects of cultural competency.

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	29
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 practice.	DNP	3	Required	25

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	25
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	27
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	31
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	9

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	30
NDNP 811 - Capstone II: Project Development	DNP	Pass/Fail	1	Required	12
NDNP 812 - Capstone III: Project Implementation	DNP	Pass/Fail	1	Required	15
NDNP 813 - Capstone IV: Project Evaluation & Dissemination	DNP	Pass/Fail	1	Required	16

Doctor of Philosophy (PhD)

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NURS 840 - Philosophy of Science and Development of Theory	Reviews the nature of knowledge and theory in the various scientific disciplines.	PhD	3	Required	10
NURS 850 - Experimental Nursing Research Designs	This course focuses on the relationship between theory and	PhD	3	Required	7

	design and selected experimental and quasi-experimental research designs.				
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	7
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	10
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	9
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	7
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	8
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 medical.	PhD	4	Required	8

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	15

NURS 819 - Research Rotation	PhD	Graded	5	Required	17
NURS 899 - Dissertation Research	PhD	Graded	12	Required	44

Certificates

Environmental Health

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	0
NURS 735 - Applied Toxicology	This course provides nurses with a basic understanding of the physiology of toxicological mechanisms.	Cert.	3	Required	0
NURS 764 - Advanced Environmental Health	Introduces students to a more in-depth exploration of environmental health issues.	Cert	3	Required	0

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

Global Health

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
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	2
NRS 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	2
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	2

NRSG 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	4
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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
NRSG 611 - Global Health Field Experience	Cert.	Pass/Fail	2	Required	4

Teaching in Nursing and Health Professions

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	4
NURS 791 - Instructional Strategies and Assessment of Learning in Nursing and Health Professions	This course prepares the student to select and implement instructional strategies and media that are 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	3

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: Theoretical knowledge and skills acquired in pre-requisite courses will be applied in a practicum of teaching experiences that is precepted by a master teacher. Individual aspects of the practicum will be negotiated between the student, preceptor, and faculty facilitator in a learning contract. In addition to the practicum, students will engage in an online seminar. Seminar topics will focus on role development, issues and future trends in nursing and health professions education and ethical and legal influences on teaching and learning.	Cert.	Graded	3	Required	2

3) Are the following changes in student cultural competency measured?

Changes in knowledge
Changes in skills
Changes in attitudes

4a) If change is being measured, which methods were used to assess such changes?

Clinical Practice Simulations

4b) If change is being measured, how often do such assessments occur during the course or clinical experience?

At Conclusion of Course or Learning Experience

4c) If change is being measured, 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 consistently demonstrate application of cultural competence in their clinical rotations. The standards of care that are promulgated for all levels of our nursing students (American Association of Colleges of Nursing, National Organization of Nurse Practitioner Faculties, etc) require detailed assessment of students' mastery of cultural sensitivity, and students must adequately demonstrate these competencies in order to pass their clinical courses. For example, students who complete clinical rotations at the University of MD Medical Center will encounter patients who represent multiple ethnicities, cultures, and socio-economic backgrounds. They are observed and evaluated by their clinical instructors as they interact appropriately with the patients, their families as well as the agency staff. In addition, all students are expected to engage in patient education programs for a wide variety of patient populations that must be tailored specifically for their health literacy, linguistic skills, education level, etc.

5) 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. As an outcome of a grant (Dr. Kapustin's <i>Who Will Care? Grant</i>), cultural competence expert, Dr. Sandra Bibb, has provided faculty consultation in lecture and small group discussions for a one-day workshop. A primary outcome was to assist faculty with providing cultural competence learning experiences for their students across the entire nursing spectrum of undergraduates to doctoral levels. It was very positively received by faculty and led to numerous examples of learning activities for students to become immersed in cultural sensitivity in their curricula.		SON Faculty	SON Faculty
2. Yolanda Ogbolu, PhD, CRNP-Neonatal , an assistant professor at the University of Maryland School of Nursing, is one of 12 nurse educators from across the nation to earn the highly competitive grant from the Robert Wood Johnson Foundation (RWJF) <i>Nurse Faculty Scholars</i> program. Ogbolu received a three-year, \$350,000 award to promote her academic career and support her research. The goal of Ogbolu's research is to	Ongoing	N/A	N/A

examine whether the adoption of cultural competency standards influences the patient’s perception of their experience during care. Through the study, Ogbolu will examine organizational and contextual factors that drive and impede the adoption of new standards. In addition, Ogbolu will identify target areas for improvement in hospital policies and practices.			
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**2013 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) Since the 2012 report, has your health profession training program incorporated any new strategies for instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

While since the 2012 report, no significant new strategies have been incorporated, the Dental School continues to adhere to the Commission on Dental Accreditation Standards 2-17 for its predoctoral DDS program and Standards 2-19 and 2-20 for its dental hygiene program. Standard 2-17 has informed the School's Predoctoral Program (DDS) Competency Statement, in which students must: (1) Communicate with and provide care for a diverse population of patients, and (2) Formulate and present to a patient a primary treatment plan and alternative plans based on relevant findings and individual patient considerations.

The Commission on Dental Accreditation Standards 2-19 and 2-20 have informed the Dental Hygiene Program Competency Statements, requiring the dental hygiene graduate to be able to: (1) Serve all individuals and the community without discrimination, respect the cultural differences of the population, and provide humane and compassionate care to all patients; and (2) participate in the public policy process in order to influence consumer groups, businesses, 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 services activities.

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 (See Below Chart for Course Objectives)	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
PROF 518: Profession/Professionalism I— DDS, Yr 1		Doctorate	2	Required	130
BHAV 528: Behavioral Dentistry— DDS, Yr 2		Doctorate	3	Required	130
DHYG 322: Community Oral Health—DH, Yr 2		Bachelor's	3	Required	31
DHYG 323: Care and		Bachelor's	2	Required	28

Management of the Special Patient—DH, Yr 1					
DHYG 414: Educational Program Development—DH, Yr 2		Bachelor's	2	Required	35
DHYG 425: Issues in Health Care Delivery—DH, Yr 2		Bachelor's	2	Required	29
DHYG 321: Prevention and Control of Oral Diseases—DH, Yr 1		Bachelor's	5	Required	31
DHYG 411: Advanced Clinical Practice I—DH, Yr 2 (Fall)		Bachelor's	5	Required	31
DHYG 421: Advanced Clinical Practice II—DH, Yr 2 (Spring)		Bachelor's	5	Required	31

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 411/421, Advanced Clinical Practice I and II (DH Course Fall and Spring Semesters)

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) <i>See Below Chart for Course Objectives</i>	Degree Level	Graded or Ungraded ?	# of Credits/ Hours	Required or Elective?	# of Student Completions
CSLX 548: Community Service Learning—DDS, Yr 4	Doctorate	Graded	6	Required	125
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	129
PEDS 538: Pediatric Dentistry—DDS, Yr 3	Doctorate	Graded	6	Required	129
PEDS 548: Pediatric Dentistry—DDS, Yr 4	Doctorate	Graded	6	Required	125
DSCP 538: Oral Medicine and Diagnostic Sciences—DDS, Yr 3	Doctorate	Graded	5	Required	129
DSCP 548: Oral Medicine and Diagnostic Sciences—DDS, Yr 4	Doctorate	Graded	3	Required	125
DSCP 551: Geriatrics/Special Patient Care Clerkship I—DDS, Yr 4	Doctorate	Graded	10	Elective	5
DSCP 552: Geriatrics/Special Patient Care Clerkship II—DDS, Yr 4	Doctorate	Graded	10	Elective	5

DHYG 321: Prevention and Control of Oral Diseases—DH, Yr 1	Bachelor's	Graded	5	Required	31
DHYG 411: Advanced Clinical Practice I—DH, Yr 2 (Fall)	Bachelor's	Graded	5	Required	31
DHYG 421: Advanced Clinical Practice II— DH, Yr 2 (Spring)	Bachelor's	Graded	5	Required	31

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, and there is a second three-week experience at the University of Maryland, Baltimore Dental School in Perryville.

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 in foreign countries. Because of logistics, service learning experiences in foreign countries is 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 such as Vietnam Operation Smile, Mexico, and the Honduras.

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 populations. 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: Comprehensive Care Clinics (CCPM 538, CCPM 548, DHYG 411, DHYG 421)

The University of Maryland, Baltimore Dental School 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. PEDS 538. Pediatric Dentistry III (DDS Course)

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

4. PEDS 548. Pediatric Dentistry IV (DDS Course)

The required block assignments identified in PEDS 538 continue in year four.

5. DSCP 538. Oral Medicine and Diagnostic Sciences (DDS Course)

Students in year three 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.

6. DSCP 548. Oral Medicine and Diagnostic Sciences (DDS Course)

Students in year four continue required block rotations identified in DSCP 538.

7. DSCP 551. Geriatrics/Special Patient Care 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.

8. DSCP 552. Geriatrics/Special Patient Care Clerkship II (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.

9. 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 Community Service Award ¹	Doctorate	Elective	20
The Dean's Outstanding Community Service Award ²	Doctorate	Elective	7

¹The Dean's Community Service Award recognizes students who have demonstrated their commitment to bettering the community.

² 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?

Changes in knowledge
Changes in attitudes

4a) If change is being measured, which methods were used to assess such changes?

Survey

Essays

Other methods – Required readings on social issues, designed to spur dialogue, held in round-table discussion format. Students and faculty members discuss their thoughts, experiences, and attitudes related to cultural competence.

4b) If change is being measured, how often do such assessments occur during the course or clinical experience?

At the Beginning and Conclusion of Course or Learning Experience

4c) If change is being measured, 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 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 throughout 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.

The reflective essays, in which students reflect upon their experiences during the Community Service Learning course at Perryville, 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) 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. Sealant Saturday - Volunteer community outreach event, in which Dental School student volunteers provide free sealant treatments for children in the Perryville community.	Annual	Children	Voluntary
2. Levindale (DDS Yr 3 rotation) - The rotation, combining didactic and clinical interprofessional training experiences, focuses on dementia care in the Baltimore community.	On-going	Elderly	130
3. College Park clinic – This treatment center, located in College Park, MD, provides a full range of vital dental services to individuals from the local communities in Prince Georges and Montgomery Counties. A number of the patients treated in the clinic lack easy access to affordable dental care.	On-going	All ages	Voluntary
4. Special Olympics/Special Smiles – Student volunteers performed complimentary dental screenings, offered oral hygiene instructions,	On-going	Athletes	Voluntary

applied fluoride varnish, produced custom mouth guards and distributed oral hygiene supplies.			
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**2013 REPORT – INSTITUTIONS OF HIGHER EDUCATION:
CULTURAL COMPETENCY TRAINING AND
OTHER HEALTH DISPARITIES REDUCTION ACTIVITIES**

University of Maryland, Baltimore

Discipline: Pharmacy

Degree Offered: Doctorate

1) Since the 2012 report, has your health profession training program incorporated any new strategies for instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

While the University of Maryland, Baltimore School of Pharmacy (SOP) has not implemented new strategies for instruction on cultural sensitivity cultural competency, health literacy and health disparities, the school continues to successfully produce culturally competent and health literate PharmD graduates, as those concepts are part of the School's very essence. The SOP's five core values continue to 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 also continues to recognize 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 (Fall 2013)	87 faculty	
Female	20	32%	Female	46	53%
Non-Caucasian	8	12%	Non-Caucasian	28	32%

Diversity of School of Pharmacy employees is notable as well: of the 417 current (Fall 2013) full- and part-time employees, 240 or 58% are female and 171 or 41% report non-Caucasian ethnicity.

The SOP continues to focus 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 2013 semester, PharmD student enrollment was 59% minorities, compared to 40% overall among the professional practice doctoral students on the UMB campus. PharmD students are number more than 64% female, compared to 59% of all professional practice doctoral students at UMB.

The SOP also maintains adherence to its eight General Abilities for a well-educated pharmacist by engaging students in activities that foster continued development of these abilities throughout their coursework. Three of the eight General Abilities address concepts of cultural sensitivity, cultural competency, health literacy, and health disparities through: (1) social awareness/social responsibility, (2) social interaction and citizenship, and (3) 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
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 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. <i>(knowledge and skill-building)</i>	Doctorate	2	Required	160
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. <i>(knowledge)</i>	Doctorate	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	Doctorate	1	Required	160

	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. <i>(knowledge and skill-building)</i>				
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 <i>(knowledge and skill-building)</i>	Doctorate	variable	Electives	variable

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: <i>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.</i>	Doctorate	Graded	1 credit (40 hours)	Required	160
APPE453 - Community Pharmacy Practice: During this advanced pharmacy practice experience, students are assessed on the following outcomes: <i>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.</i>	Doctorate	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: <i>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.</i>	Doctorate	Graded	5 credits (200 hours)	Required	160
APPC 456-488 - Advanced Practice Patient Care Electives : During each of these advanced pharmacy practice experiences, students are assessed on the following outcomes: <i>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.</i>	Doctorate	Graded	5 credits each (200 hours each)	One required; more if selected	160

C. Other Student-Centered Academic Activities (please describe)	Degree Level	Required or Elective?	# of Student 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 	Doctorate	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.	Doctorate	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.	Doctorate	Elective	25+
Community outreach and involvement, 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.	Doctorate	Elective	40

3) Are the following changes in student cultural competency measured?

Changes in knowledge
Changes in skills

4a) If change is being measured, which methods were used to assess such changes?

Surveys – Including multiple choice questions
Essays

Written Skill Exams – Including practical examinations, Objective Structured Clinical Examinations (OSCEs), and Teaching OSCEs (TOSCEs) for formative feedback

Other Methods – Including presentations, debates, and other reflective activities

Additionally, 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) If change is being measured, how often do such assessments occur during the course or clinical experience?

Other Frequency - TOSCEs and OSCEs are given once each semester throughout the curriculum, and other assessments (including surveys, essays, presentations, and debates) are given periodically throughout the semester as the course managers determine to be appropriate.

4c) If change is being measured, 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 2013, 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=310), while 99% of graduating (P4) students agreed (n=135). This compares to 99% agreement among graduating students at 60 schools of pharmacy schools at public institutions (n=4682).

5) 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. Faculty Research - Franciose Pradel, PhD and Robert Beardsley, RPh, PhD , are responsible for evaluating and tweaking the set of instructions that come with anthrax kits for its ease of use and understandability. They also conduct focus groups with people of varying literacy levels to gauge their ability to understand and implement the instructions. The research is in conjunction with the FDA and the CNBL Clinical Pharmacology Center, Inc.	On-going		
Susan dosReis, BSP Pharm, PhD , continues to do work surveying parents on their preferences for how their children with emotional and behavioral issues are cared for by the medical community. This work also includes 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.	On-going		
Eberechukwu Onukwugha, MS, PhD , studies the decision-making			

Health Disparities-Reduction Activities (Please provide title, description of event, and intended outcome.)	Date	Target Audience	# of Participants
process patients and providers use in determining treatment options, medication use, screenings, doctor's visits, etc. She looks at disparities in this process and is also looking at men with prostate cancer and the disparities that exist in being diagnosed and receiving treatment.	On-going		
Fadia Shaya, PhD, MPH leads the Maryland Men's Cardiovascular Program, which utilizes social networks (direct contact amongst peers) to help improve the health of African-Americans with cardiovascular disease. She also did an MVP Jr. program using the same approach, but focused on obesity.	On-going		
C. Daniel Mullins, PhD , a professor in the Department of Pharmaceutical Health Services Research, on receiving the University System of Maryland's Wilson H. Elkins Professorship for 2013-2014. The Elkins Professorship supports professors and researchers within the University System of Maryland who demonstrate an exemplary ability to inspire students and whose professional work and scholarly endeavors make a positive impact in the community. Dr. Mullins has been at the School for nearly two decades and has made an impact on the lives of thousands of students and countless members of the community through his work in comparative effectiveness research (CER). He has advanced methods development for CER and gained national attention and recognition for his work to ensure that CER reflects the diversity of patients in America, including minorities and patients with physical and cognitive impairments. Please join me in congratulating him on this prestigious recognition.	2013		
Magaly Rodriguez de Bittner, PharmD , professor and chair of the Department of Pharmacy Practice and Science, has been selected by the University as its 2013-14 Entrepreneur of the Year for her work to establish the Center for Innovative Pharmacy Solutions (CIPS), which has become a national resource center in developing innovative patient care and business solutions to health problems. Housed within the Center is the award-winning Maryland P3 (Patients, Pharmacists, Partnerships) Program, a pharmacist-delivered chronic disease management program. Seven years after its inception, the Maryland P3 Program has gone national, with its innovative model of care now implemented at worksites in Maryland, Georgia, Texas, Virginia, Louisiana, and California. Its unique patient care approach and emphasis on continuity of care have repeatedly demonstrated improvements in clinical and economic outcomes, with one employer who participates in the program reporting improved employee productivity and decreased rates of absenteeism that amounted to a total savings of \$919,768, including \$475,338 – or \$1,047 per person – in indirect savings due to improved productivity.	2013		
2. Service – Sandeep Devabhakthuni, PharmD, BCPS serves on the Society of Critical Care Medicine's patient safety committee where they are working on developing guidelines for safe medication use.	On-going		
3. Outreach – Script Your Future Baltimore Presents Motivational Interviewing CE Course: Join Script Your Future Baltimore for a morning of motivational			

Health Disparities-Reduction Activities (Please provide title, description of event, and intended outcome.)	Date	Target Audience	# of Participants
<p>interviewing education on Nov. 12, 8:30-11 a.m. at the Montgomery Park Conference Center on Washington Blvd. in Baltimore. The event is free and designed to bring together health care professionals for education, networking, and thoughtful discussion about medication adherence. Attending pharmacists can earn 1.5 continuing education credits.</p>	<p>Nov. 12, 2013</p>		
<p>The School of Pharmacy was crawling with ghosts, ghouls, and other spectacular spooks as our student pharmacists welcomed more than 20 local third and fifth grade students from George Washington Elementary School to our annual Healthy Halloween celebration. Hosted by the American Pharmacists Association Academy of Student Pharmacists' (APhA-ASP) Operation Diabetes, Healthy Halloween helps raise awareness about diabetes and measures that children and their parents and guardians can take to prevent this chronic disease. Students use posters and activities related to diabetes education, nutrition, exercise, and general health, and a haunted house. Nearly one dozen student organizations contributed to this year's Healthy Halloween – Kappa Psi, Phi Lambda Sigma Leadership Society, Rho Chi Society, Pediatric Pharmacy Advocacy Group, APhA-ASP's Maryland Regional Operations, College of Psychiatric and Neurologic Pharmacists, APhA-ASP's Operation Self-Care, Students Promoting Awareness, APhA-ASP's International Pharmaceutical Students Federation, and A Bridge to Academic Excellence.</p>	<p>Oct. 29, 2013</p>		
<p>The School of Pharmacy is a co-sponsor of the University's Celebrating Maryland Disability History and National Disability Employment Awareness Month events.</p>	<p>October 2013</p>		
<p>The theme of this year's SOP Holiday Card is "Paying it Forward." It will feature School of Pharmacy faculty, staff, and students who are "paying it forward" through their work or their community service.</p>	<p>December 2013</p>		

**2013 REPORT – INSTITUTIONS OF HIGHER EDUCATION:
CULTURAL COMPETENCY TRAINING AND
OTHER HEALTH DISPARITIES REDUCTION ACTIVITIES**

University of Maryland, Baltimore

Discipline: Medicine

Degree Offered: Doctorate

1) Since the 2012 report, has your health profession training program incorporated any new strategies for instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

The School of Medicine continues to value and appreciate the importance of these topics, emphasizing cultural competency as one aspect of professionalism throughout students' coursework and experiences as a healthcare professional. However, we have not incorporated any new strategies in the past year.

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 Hours plus community project of at least 15 hours	Required	320 (Years I and II have roughly 160 students each)
Medical Spanish	Year I & II Course provides an opportunity for students to enhance their Spanish language skills, learn medical terminology in Spanish, work in Spanish-speaking communities, and learn about the various cultures.	Doctorate	40 Hours over 4 terms Plus 80 hours over 4 terms of practical experience	Elective	16
Neuroscience	Year I Course includes a module of lectures and	Doctorate	116 hours	Required	160

	clinical correlations that emphasize communication strategies, socioeconomic, quality care, and patient respect.				
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

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: Integrative Medicine, 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	Doctorate	Graded	160 hours	Elective	17

clinical experience in CAM therapies. Students improve their ability to communicate with patients, colleagues, and practitioners about CAM therapies.					
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	2
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
PSYH 546: PACT Team - Students spend five days a week with the University of Maryland's Program of Assertive Community Treatment, a mobile, intensive psychiatric outreach program serving persons with severe and chronic psychiatric illnesses whose needs have not been met in traditional mental health settings. The program is staffed by three attendings as well as residents and fellows. Students will have closely supervised clinical experience in field and home as well as office settings.	Doctorate	Graded	160 hours	Elective	7
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.	Doctorate	Graded	n/a	Required	160
PCT 547: Primary Care Track - The University of Maryland School of Medicine started a new Primary Care Track in August 2012 for incoming first year medical students as a collaborative program of the departments of Family and Community Medicine, Internal Medicine, and Pediatrics. With the recently awarded five year grant from the Health Resources and Services Administration (HRSA), lead investigator Dr. Richard Colgan (Family Medicine), and co-	Doctorate	Graded	160	Elective	39

investigators Drs. Linda Lewin (Pediatrics) and Nikkita Southall (Internal Medicine) put together an ambitious academic program which introduces all students to primary care role models early in medical school, and to offer a longitudinal experience in primary care in rural and urban underserved communities to interested students, with the intention of increasing the number of UMD medical students who choose primary care careers in these communities.					
PSYH 548: CAPP - The Combined Accelerated Program in Psychiatry elective track has become nationally visible for its success in engaging students in psychiatry through an advanced four-year curriculum that begins in the first year. The track provides an unfolding progression of combined small group seminars and clinical experiences in the behavioral sciences and clinical psychiatry.	Doctorate	Graded	300	Elective	20

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?

Changes in knowledge
 Changes in skills
 Changes in attitudes

4a) If change is being measured, which methods were used to assess such changes?

Surveys
 Essays
 Written Skill Exams

Clinical Practice Simulations

4b) If change is being measured, how often do such assessments occur during the course or clinical experience?

Daily

At Conclusion of Course or Learning Experience

4c) If change is being measured, 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 the most recent LCME Graduation Questionnaire for the 12-13 academic year:

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	2009	1.6 %	3.9 %	16.3 %	48.1 %	30.2%	4.0	129
Maryland	2010	1.4	3.5	15.5	60.6	19.0	3.9	142
Maryland	2011	0.0	5.9	15.8	64.4	13.9	3.9	101
Maryland	2012	0.0	3.0	15.8	49.5	31.7	4.1	101
Maryland	2013	0.8	5.9	11.8	59.7	21.8	4.0	119
All Schools	2013	1.0	3.7	17.3	56.4	21.6	3.9	13,188
The diversity within my medical school class enhanced my training and skills to work with individuals from different backgrounds.								
Maryland	2009	1.6	7.8	21.5	38.0	30.2	3.9	129
Maryland	2010	3.5	4.9	16.8	48.3	26.6	3.9	143
Maryland	2011	1.0	5.0	15.8	61.4	16.8	3.9	101
Maryland	2012	1.0	5.0	17.8	42.6	33.7	4.0	101
Maryland	2013	1.7	6.7	18.5	48.7	24.4	3.9	119
All Schools	2013	3.1	8.9	20.7	44.9	22.4	3.7	13,188

5) 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. 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. 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	Ongoing	Current and future health professionals	Unlimited

elimination of treatment disparities. http://medschool.umaryland.edu/minorityhealth.asp			
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**2013 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 Offered: Doctorate

1) Since the 2012 report, has your health profession training program incorporated any new strategies for instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

The 2012 report referred to the curricular threads that are the foundation for the development of professional skills in doctor of physical therapy students. It was indicated that Cultural Competency has been one of these threads for several years.

In 2013, our Curriculum Coordinating Committee undertook a review of the curricular threads and in so doing examined the entire curriculum for evidence of the threads in each course. Along with other revisions, the Committee refocused the cultural competency thread to include references to individual differences, diversity and health literacy.

The program continues to base frameworks for teaching cultural competence on the models of the American Physical Therapy Association, the Association of Schools of Public Health, and the work of Campinha-Bacote (1998) and Purnell (2008). These models are used primarily because of their approach to educating students by starting with cultural sensitivity concepts and self-awareness as a basis for cultural competence.

This year the Musculoskeletal I course leader initiated the use of the Implicit Association Test (*Project Implicit*, Greenwald, Banaji, Nosek, 2001, 1998). This test is designed to assist students in identifying areas of thoughts and feelings that occur outside of conscious awareness or control. It is a self-assessment activity—students were asked to take the test and reflect on areas shown by the test to be implicit biases. The professor required the test and a reflective paper; but the activity was graded Pass/Fail. Students could choose their level of disclosure. The desired outcome of this activity is to increase self-awareness and create avenues for identification and exploration of personal attitudes.

During this year, faculty and students have had greater involvement in the initiatives of the University to engage inter-professional education. These experiences have increased the student's exposure to diverse patient populations and learning settings, relevant public health issues, and the impact of health disparities.

As healthcare delivery models are undergoing change, our students are receiving preparation for clinical internships with a view to effective healthcare that incorporates professionalism, cultural sensitivity and competence. The experience that students receive in clinical internships gives them the opportunity, under the preceptorship of their clinical instructor, to bring together the education they have had in cultural understanding with the real demands of patient care.

Because we recognize the importance of students learning from each other, the program seeks to admit a diverse student cohort each year. This objective is not only focused on ethnic/racial diversity, but also on other differences that expose students to diverse perspectives, such as age, educational emphasis, and geographical background.

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
Basic Sciences I	<i>Content Focus:</i> Increasing knowledge and skill building; <i>Relevant Course Emphasis:</i> Ethical/cultural issues as related to cadavers and dignity; Demonstration of alternative techniques for palpating areas that may be viewed as sensitive in different cultures/genders; Reinforcement of draping/modesty principles in general and specifically for diverse cultural beliefs/practices (All course descriptions/objectives are provided at the end of this document)	Doctorate	9	Required	56
Professional Issues I	<i>Content Focus:</i> Increasing knowledge and skill building; <i>Relevant Course Emphasis:</i> Lectures/discussions about diverse culture and patient differences/ Self-discovery through development of Personal Statement and Professional Portfolio; Information on sexual harassment and related topics	Doctorate	3	Required	56
Basic Sciences II	<i>Content Focus:</i> Increasing knowledge and skill building; <i>Relevant Course Emphasis:</i> Case studies include representation of various cultures/SES/physical condition; Prevalence of illness/disease/disorders related to gender, ethnicity and SES; Health disparity data in content related to pathologies and major public health concerns; Emphasis on PT as a health educator and skills necessary to perform this role with diverse populations	Doctorate	15	Required	56
Basic Sciences III	<i>Content Focus:</i> Increasing knowledge and skill building; <i>Relevant Course Emphasis:</i> Gender/culture specific incidence of pathology; Evaluation and treatment techniques specific to meet needs related to patient differences in regard to culture/gender	Doctorate	12	Required	63
Professional Issues II	<i>Content Focus:</i> Increasing knowledge and skill building; <i>Relevant Course Emphasis:</i> Solving ethical/cultural dilemmas within patient cases/clinical scenarios; Reflections on disability awareness activities; Interdisciplinary team panel presentations/discussions; Team building activities on discussion board	Doctorate	2	Required	61

Medical Issues I	<i>Content Focus:</i> Increasing knowledge and skill building; <i>Relevant Course Emphasis:</i> Modifying approaches based on language barriers and/or cultural beliefs; Epidemiologic trends in disease manifestation; Cases with variable SES, language abilities and cultural beliefs	Doctorate	6	Required	61
Medical Issues II	<i>Content Focus:</i> Increasing knowledge and skill building; <i>Relevant Course Emphasis:</i> Issues that present in rural health/underserved populations; Integumentary findings among varied ethnicities; Socioeconomic impact on injury occurrence and prosthetic obtainment; Community experience with diverse patient populations related to ethnicity, SES, level of health literacy during delivery of physical therapy services to underserved populations module in course	Doctorate	6	Required	61
Musculoskeletal I	<i>Content Focus:</i> Increasing knowledge and skill building; <i>Relevant Course Emphasis:</i> Varied cases to include issues related to macro/micro cultural issues, SES, varied beliefs and expectations; Video/discussion on implementation of culturally competent care; PICO background search; Labs with individual differences (vision/hearing); Basic discussion of informed choice v. informed consent to emphasize guidance of the patient to foster patient autonomy	Doctorate	7	Required	61
Musculoskeletal II	<i>Content Focus:</i> Increasing knowledge and skill building; <i>Relevant Course Emphasis:</i> Varied cases to include issues related to micro/macro cultural issues; SES situations; varied beliefs and expectations; Basic discussion of informed choice v. informed consent to emphasize guidance of the patient to foster patient autonomy, which expand on content in companion course, Musculoskeletal I	Doctorate	7	Required	61
Neuromuscular I	<i>Course Focus:</i> Increasing knowledge and skill building; <i>Relevant Course Emphasis:</i> Lab sessions with real and simulated patient cases that include issues related to culture, SES, varied beliefs; Focus on impact on patient evaluation, intervention and outcomes in management of the patient with neurological pathology; Additional issues include access to resources and obtaining health care services	Doctorate	7	Required	61

Neuromuscular II	<i>Content Focus:</i> Increasing knowledge and skill building; <i>Relevant Course Emphasis:</i> Varied cases in labs, course assignments and with patient volunteers include exposure to different cultures, socio-economic status, psychosocial issues and beliefs	Doctorate	7	Required	61
Professional Issues III	<i>Content Focus:</i> Increasing knowledge and skill building; <i>Relevant Course Emphasis:</i> Development of program or new business plan with cultural diversity sensitivity related to client services	Doctorate	4	Required	61
Clinical Qualifying Measures	<i>Content Focus:</i> Increasing knowledge and skill building; <i>Relevant Course Emphasis:</i> Diversity issues incorporated in simulated patient encounter script and in student interaction with simulated patient	Doctorate	1	Required	61

Additional 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 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
Part-time Affiliation I - In Part-time Affiliations students are prepared for and interact with patient populations that require cultural sensitivity/competence; students may elect to perform a Professional Practice Opportunity, which is in an area of their interest and may increase their opportunity to work with diverse populations	Doctorate	Graded	1	Required	54
Part-time Affiliation II - Description as above; students are expected to have an increasingly proficient skill level during the second affiliation; students again have opportunity to choose a Professional Practice Opportunity	Doctorate	Graded	1	Required	54
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	10	Required	58
Clinical Internship II - Description as above; however, skill of students is expected to be progressive throughout each clinical internship	Doctorate	Graded	10	Required	58
Clinical Internship III - Description as above; In this final clinical internship students are expected to be assessed by their clinical instructor to be at entry-level skill for assuming responsibilities as a practicing clinician	Doctorate	Graded	10	Required	58
Global Initiatives Project Participating students travel to low-resourced countries with faculty member for supervised short-duration internships; this year students	Doctorate	Graded	1	Elective	3

participated in projects in Suriname and Malawi					
Underserved Populations Module in Medical Issues II course - Description of course was given previously; this module is included here due to its field work component; Students engage in educational modules to prepare them for this experience with the medically indigent, homeless, and underserved; this preparation is followed by field work in community settings	Doctorate	Graded	NA	Required	

C. Other Student-Centered Academic Activities (please describe)	Degree Level	Required or Elective?	# of Student Participants
Service Learning Center - Students may volunteer to participate in this faculty-sponsored and supervised clinic that serves the uninsured/underinsured in the Baltimore community	Doctorate	Elective	18
Anatomical Donor Memorial Service - Ten students attended Anatomical Donor Memorial Service at Springfield Hospital Center in the annual service that commemorates donors to medical education and research; 57 students observed a moment of silence in lab on the day/time Memorial Service was held	Doctorate	Elective	67
Special Olympics Summer Games at Towson University - Students participate as volunteers and observers during the Special Olympics annual event	Doctorate	Elective	18

3) Are the following changes in student cultural competency measured?

Changes in knowledge
Changes in skills
Changes in attitudes

4a) If change is being measured, which methods were used to assess such changes?

Surveys
Written Skill Exams
Clinical Practice Simulations
Other Methods (reflective papers)

4b) If change is being measured, how often do such assessments occur during the course or clinical experience?

At Conclusion of Course or Learning Experience

4c) If change is being measured, 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.

Student perception of course content that is designed to increase cultural competence is measured at the end of each course. This assessment is done with course evaluations that ask students to identify whether the curricular thread of cultural competence was evident or not evident throughout the semester.

Last year, greater than 70% of students in most courses identified that the curricular thread of cultural competence was *evident*. This year an average of approximately 83% of students in all courses identified that the thread of cultural competence was *evident*. This statistic represents an intentional emphasis on cultural competence and its importance for developing clinicians.

While cultural competency change is not measured in the Medical Issues II Underserved Module, students are observed in their interactions with patients by faculty. With each encounter students can receive immediate feedback from faculty regarding their establishment of rapport, use of language and ability to provide appropriate health education to the patient. This year faculty reported that, generally, student skills were at a level commensurate with their educational level.

Students participate in three 10 week full-time clinical internships that are each graded at mid-term and again at the end of the internship. The assessment tool is the standardized *Clinical Performance Instrument* (CPI), which is used among physical therapy students across the nation. The student's ability to demonstrate cultural sensitivity is graded on a scale that assesses *entry-level practitioner* skill, which is required for the student to pass the internship. This year, as was also the case last year, no student failed Clinical Internships due to a low assessment of their cultural competence assessment on the CPI.

Students who participated in the Global Initiatives Project were given the opportunity to provide subjective feedback about the experiences they had in Suriname and Malawi. The reflective feedback they provided was positive and supports the purpose of program—to add educational depth and breadth through exposure to diverse peoples and cultures.

5) 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. UMB Campus Wellness Fair - Students provide health screening opportunities for adult volunteers at the UMB Campus Wellness Fair, including blood pressure readings, posture analysis, and muscle extensibility. The objective is to provide insight and experience in health education	3/27/13	Community dwelling adults	104 volunteer participants received > 300 health screening activities
2. CommUnity Fest (Lexington Market, Baltimore, MD) - Students provide health screening opportunities for adult volunteers at the CommUnity Fest. These health screens include: blood pressure readings, posture analysis, and muscle extensibility. The intended outcome is development of a community service orientation. exposure to patients from diverse populations and experience with health education to increase health literacy	9/21/13	Community dwelling adults	40 volunteer participants received > 70 health screening activities
3. Presentation of "Experts in Arthritis Program" to educate about types and management of arthritis in diverse and underrepresented adult populations	5/21/13	Older adults in racially-diverse neighborhood Fleming Senior	20

		Center, Baltimore, MD	
4. Aristizabal A, Kalil ET, Reicherter EA, Morgan H, Spencer C. The impact on functional mobility and quality of life during end-of-life care for a patient with oropharyngeal carcinoma: a case report. Subject was a Nigerian male	1/19/13	Platform presentation at the Combined Sections Meeting of the American Physical Therapy Association, San Diego, CA	40
5. Taylor T, Reicherter EA. Effect of an educational module on African-American churchgoers' knowledge of the role of physical therapists and personal trainers as health promotion professionals. April 4, 2013	4/4/13	Poster presentation. Public Health Research @ Maryland 2013 Conference, University of Maryland, College Park, (Researchers, Faculty, and students in Medicine, Public Health)	25
6. Member of Collegium of Scholars (Center for Health Disparities-University of Maryland School of Public Health), Reicherter	Fall 2013	Participate with other faculty, researchers, and students to promote Health Disparities Research	30

**2013 REPORT – INSTITUTIONS OF HIGHER EDUCATION:
CULTURAL COMPETENCY TRAINING AND
OTHER HEALTH DISPARITIES REDUCTION ACTIVITIES**

University of Maryland, Baltimore

Discipline: Public Health

Degree Offered: Master's

1) Since the 2012 report, has your health profession training program incorporated any new strategies for instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

Since the 2012 report, the Master of Public Health (MPH) Program has been engaged in a year of self-study culminating in our application for reaccreditation by the Council on Education for Public Health. We have updated our mission, values, goals and objectives during this process.

Addressing health disparities remains at the core of our mission and values. Our new mission is to promote and protect the health and well-being of the diverse communities throughout Maryland, the nation and the world through interdisciplinary education, research, practice, leadership and public policy. The new values are: Excellence, Respect, Leadership, Social justice, Diversity and inclusion, Health equity, Lifelong learning, Discovery, Interdisciplinary collaboration, Community engagement and service, Social and public health responsibility and ethics. These values are operationalized in our teaching, research and service.

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 and values of the program. Then, from 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.

Following are the MPH Program competencies that relate specifically to CC/HL/HD content:

- Describe the roles of history, power, privilege, and structural inequality in producing health disparities.
- Cite examples of situations where consideration of culture-specific needs resulted in a more effective modification or adaptation of a health intervention.
- Explain how professional ethics and practices relate to equity and accountability in diverse community settings.
- Use the basic concepts, skills, and methods involved in culturally appropriate community engagement and empowerment in diverse communities.
- Examine the impact of gender inequality, and the disparities in health, education and nutrition on health outcomes.

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	<p><u>Description:</u> 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 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. Analyze their applicability to diverse populations and different types of health behavior problems, including interactions among biology, behavior, and environment -Present evidence-based models of clinical 	MPH	3	Required of all MPH students	22

	<p>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><u>Description:</u> 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 rights. 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 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> <p>-List issues involved with research involving vulnerable populations.</p> <p>-Explain the underlying basis of health care disparities.</p> <p>-Describe how various types of justice issues are manifest in public health.</p>	MPH	2	Required of all MPH students	21

	<p>-Explain how public health can be informed by a concept of social justice.</p> <p>-Describe issues regarding justice in the health care setting.</p>				
Community-based Participatory Research	<p><u>Description:</u> 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 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> <p>-Apply strategies for developing community partnerships for the planning, implementation, and evaluation of CBPR interventions.</p> <p>-Understand issues of sustainability, and ways to engage community partners to accomplish this.</p> <p>-Apply ethical principles of social justice to CBPR program planning, implementation, evaluation, and advocacy.</p>	MPH	3	Required of MPH-CPH students	14
Program Planning and Evaluation	<p><u>Description:</u></p> <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>	MPH	3	Required of MPH-CPH students	16

	<p>-Apply principles of effective planning, implementation and evaluation to the design of a successful community-focused health program; i.e., needs assessment, community 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> 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> <p><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.</p>	MPH	3	Required of MPH-GH students	5
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	MPH	Varied	Elective	Varied

	Public Health” and “Society, Health, and Social Justice”.				
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Note:

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 contexts.” Examples of capstone projects for which health disparities, health literacy and/or cultural competency were central foci include: “Exploratory Assessment of the Beliefs of MD’s Muslims Regarding their Health Needs and Barriers to Access”; “Healthy Eating for Life: A Nutrition Education Program for Low-Income Seniors in Baltimore City”; and “A Process Evaluation at Model Cities Senior Wellness Center of Washington D.C.”	MPH	Graded	6 credit hours	Required	18

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?

Changes in knowledge

Changes in skills

4a) If change is being measured, which methods were used to assess such changes?

Essays

Other Methods (proposals, final reports, oral presentations, knowledge exams)

4b) If change is being measured, how often do such assessments occur during the course or clinical experience?

Other Frequency (varies by course)

4c) If change is being measured, 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 members use those assessments to identify areas for improvement and work with students to identify ways to ameliorate deficiencies.

5) 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
President's Outreach Council. Presentation to Academy for College and Career Exploration, Baltimore City. 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.	November 28, 2012	High school students	~50
President's Outreach Council. Visit with 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.	January 24, 2013	Middle school students and their parents	~25
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 2-4, 2013	Medical Center Staff and Visitors	~50
UMB President's Fitness Challenge Summer Camp on-campus at UMB. The intended outcomes were healthy eating and physical activity among students from populations experiencing health disparities.	July 10, 2013	Elementary and middle school students	~20
Improving Access to Mental Health Care for Low-Income, Inner-City Pregnant and Post-Partum Women. Faculty research project.	February 2013-present	Inner-city pregnant and post-partum women	Ongoing
African Women's Cancer Awareness Association Family Health History Project. Faculty research project to design, implement and evaluate an intervention to increase the sharing of family health histories among West African immigrant women.	May 2013-present	African immigrant women	Ongoing

**2013 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) Since the 2012 report, has your health profession training program incorporated any new strategies for instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

The program's offerings have not changed significantly since last year. The important work we do is 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 - Health Care Administration and Evaluation	This course examines the underlying foundations of health policy and explores the political factors behind the health system. Topics include: municipal, state, national, and international	Master's and Doctorate	3	Required	15-22 students each fall and summer semesters

	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.				
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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
N/A					

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?

Changes in knowledge

4a) If change is being measured, which methods were used to assess such changes?

Other Methods (end of semester exam)

4b) If change is being measured, how often do such assessments occur during the course or clinical experience?

At Conclusion of Course or Learning Experience

4c) If change is being measured, 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 the concept of social and economic disparities as it relates to the older adult.

5) 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. N/A			

**2013 REPORT – INSTITUTIONS OF HIGHER EDUCATION:
CULTURAL COMPETENCY TRAINING AND
OTHER HEALTH DISPARITIES REDUCTION ACTIVITIES**

University of Maryland, Baltimore

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

Degree Offered: Master's

1) Since the 2012 report, has your health profession training program incorporated any new strategies for instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

In the last year, we entered into a partnership with the Center for Health Equity at the University of Maryland, College Park. We are currently in the finalization stages of this agreement. As a part of this agreement, the Master's in Genetic Counseling (MGC) students will all be required to volunteer a specific number of hours per semester at community health fairs to raise awareness about the implications of genetic family health. The health fairs are targeted to lower income and low literacy groups in historically Black, Latino and immigrant communities. The faculty at the Center for Health Equity have agreed to come to the MGC program several times each year and provide lectures and workshops on strategies for working being culturally sensitive, culturally competent, demonstrating health literacy and minimizing health disparities.

Additionally, this year, all of our 2nd year MGC students are completing a course in Health Disparities through the UMB School of Social Work.

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	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. 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	Master's	2	Required	7

	<p>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 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><i>Through this experience students will be able to:</i></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 activities and resources.</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 	Master's	1	Required	13

	<p>tools that may be applied to patients and their families in diverse clinical settings.</p> <p>3. Synthesize and summarize pertinent medical and genetic information in different cultures and populations.</p> <p>4. Demonstrate familiarity with genetic, medical and social science literature and clinical applications.</p>				
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 non-directiveness 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 Competencies:</u></p> <ol style="list-style-type: none"> 1. Understand the genetic counseling profession and the concept of non-directiveness 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 	Master's	2	Required	7

	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 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><i>At the completion of the course, students will be able to:</i></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. 	Master's	2	Required	7
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</p>	Master's	2	Required	6

	<p>analyzed.</p> <p><u>Learning Objectives and Competencies:</u></p> <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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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 hours (1 hour per each standardized patient encounter) 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 described above.	Master's	Ungraded	This credit hour falls under HGEN 615	Required	13
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.	Master's	Pass/Fail	3 credit/se mester = 9 in total	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?

Changes in knowledge
Changes in skills
Changes in attitudes

4a) If change is being measured, which methods were used to assess such changes?

Surveys
Essays
Clinical Practice Simulations
Other Methods - 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) If change is being measured, how often do such assessments occur during the course or clinical experience

At Conclusion of Course or Learning Experience

4c) If change is being measured, 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.

We, as a faculty, assess student awareness and development throughout course-led discussion and journaling.

5) 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. Each MGC student must volunteer at 2-3 activities of their choosing per semester which focuses on health access to under-	Fall and Spring	Baltimore-Washington	12

represented populations.	Semester	DC community members	
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**2013 REPORT – INSTITUTIONS OF HIGHER EDUCATION:
CULTURAL COMPETENCY TRAINING AND
OTHER HEALTH DISPARITIES REDUCTION ACTIVITIES**

University of Maryland, Baltimore

Discipline: Allied Health - Medical and Research Technology (offered through the School of Medicine)

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

1) Since the 2012 report, has your health profession training program incorporated any new strategies for instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

Since the 2012 report, the Department of Medical and Research Technology (DMRT) has not incorporated any significant new strategies for instruction on cultural sensitivity, cultural competency, health literacy and health disparities due to the limited scope of practice for our graduates with respect to direct patient contact.

While the following items were not previously highlighted in the 2012 Report, they remain important in addressing cultural competency, cultural sensitivity, and health disparities. Firstly, students in the DMRT program receive university mandated diversity training as part of the annual fall and spring student orientation activities. Additionally, a component of the didactic instruction in the undergraduate course MEDT 452 *Clinical Chemistry* requires 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. Lastly, both the undergraduate course MEDT 409 *Laboratory Management* and graduate course MEDT 680 *Laboratory Management* contain 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 medical or research-based laboratory.

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 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, colorectal and lung cancer and coronary disease among ethnically, and socio-economically diverse populations in medically-underserved areas.	Bachelor's	4	Required	31
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	Bachelor's and Certificate	3	Required	21

	research-based laboratory.				
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's	3	Required	16

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
N/A					

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?

No change is currently being measured.

4a) If change is being measured, which methods were used to assess such changes?

Not Applicable (No change is currently being measured).

4b) If change is being measured, how often do such assessments occur during the course or clinical experience?

Not Applicable (No change is currently being measured).

4c) If change is being measured, 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' knowledge of human resources issues related to health disparities and cultural competency are assessed using conventional course quizzes and examinations. Change in perception, i.e., pre- and post-testing are not part of the assessment process.

5) 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.N/A			



**PROGRAM OF CULTURAL DIVERSITY
2013 PROGRESS REPORT
UNIVERSITY OF MARYLAND, BALTIMORE**

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.

UMB continues to have a multi-pronged approach to fostering cultural competency. First and foremost, each of the graduate/professional schools has accreditation standards that keep the issue in the forefront of their educational efforts. In addition, there are initiatives from the President's Office, Campus Life Services and others, as well as programming initiated by our students.

This progress report includes a summary of UMB's diversity-related goals contained in its institutional plan; UMB's efforts to increase its numerical representations of diverse groups; its efforts to create positive interactions and cultural awareness; and lastly, UMB's institutional demographic data, as requested by USM.

¹ UMB records indicate that there were not any campus-based hate crimes or bias-motivated incidents that occurred on campus during the applicable reporting period.

1. Summary of Institutional Plan

The University's Strategic Plan Report, 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.

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.²

²Progress toward achieving the Strategic Plan goals is overseen by Work Group co-chairs Peter Gilbert, Senior Vice President and Chief Operating Officer and Dr. Roger Ward, Vice President for Academic Affairs and Chief Accountability Officer.

Under “Promoting diversity and a culture of inclusion,” UMB’s 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 (DAC) 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 DAC.
- 1.3 Appoint in each school and principal administrative unit a senior administrator or faculty member to liaise with the DAC on diversity and inclusion initiatives.
- 1.4 Conduct a Universitywide 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.

PROGRESS REPORT as of June 2013³

FY 13 - President formally assigned responsibility for diversity and inclusion initiatives to the Diversity Advisory Council.

A letter asking each dean to appoint a senior administrator or faculty member to liaise with the Diversity Advisory Council on diversity and inclusion initiatives has been drafted. The letter is pending review by the DAC before being sent to the deans.

FY 14 (anticipated) - Each dean will formally assign a senior administrator or faculty member to liaise with the Diversity Advisory Council on diversity and inclusion initiatives.

The liaisons will be integrated into the activities of the DAC.

³ The next progress update on the Strategic Plan is due April 25, 2014.

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.

PROGRESS REPORT as of June 2013:

FY 13 - Human Resource Services is making good progress in building 'promotion of diversity and inclusion' in job descriptions and performance reviews. Likewise, the decanal review instrument includes this as a criterion.

The Diversity/EEO/AA Manager has prepared annual diversity and affirmative action reports and is readying them for distribution to deans and vice presidents. A presentation to the DAC on the diversity of tenured faculty and senior administrative staff will occur in the Fall 2013 semester.

Good progress is being made in developing a calendar of diversity programming; the offices of Communications and Academic Affairs are collaborating effectively on publicizing events for the 2013-2014 academic year.

Progress is also being made through promotion of diversity events via email blasts, The Elm newsletter and in-person outreach by each Schools' academic and student affairs deans.

FY 14 (anticipated)- A presentation to the DAC on the diversity of tenured faculty and senior administrative staff by the Diversity/EEO/AA Manager will occur in the Fall 2013 semester.

The Office of Human Resource Services will commence a compensation review to promote best practice and equity in salary determination and resource allocation.

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 Offer a training program that prepares faculty and staff to be influential leaders, advocates, and spokespeople for cultural competency initiatives across the University.

PROGRESS REPORT as of June 2013:

Activity on this goal is projected to begin in September 2014.

Each of UMB's Schools also has an obligation to and a vested interest in enhancing diversity. The "obligation" comes from the various accrediting agencies; the desire and vested interest comes from the knowledge that cultural competency education and diversity amongst faculty, staff and students results in graduate and professional students who are better trained and more capable graduates.

For example, the Accreditation Council for Pharmacy Education (ACPE) in 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." As a result, the School of Pharmacy 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.⁵

2. Efforts to Increase Numerical Representation

At UMB, targeted efforts toward increasing numerical representation of students and faculty from diverse backgrounds come primarily from within the graduate and professional schools rather than through a centralized effort. However, as is shown below by the illustrative examples, while our school based efforts are ever increasing, our campus initiated activities are also growing.

First, with regard to students, the admissions policies of UMB's schools aspire to achieve a broadly diverse student body. 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 our educational and social environment.

Yet, UMB realizes the critical importance of pipeline and recruitment activities that precede admissions review. While representatives of UMB's Schools have long attended events and made presentations at traditional HBCU's, our outreach goes much further. In 2013, UMB recruiters and other representatives attended events such as:

- Hispanic Youth Symposium;
- National Black Pre-Law Conference;
- Council on Legal Education and Opportunity's (CLEO) Attitude is Essential (AIE) and Achieving Success in the Application Process (ASAP) programs; and

⁵ They are: GA 5: Social Awareness and Social Responsibility; GA 6: Social Interaction and Citizenship; and GA 8: Cultural Competency.

- Choctaw Nation Advisement Program: Ivy League and Friends Information Session.

We also partner with organizations such as:

- National Association of Medical Minority Educators
- LatinoJustice PRLDEF (Puerto Rican Legal Defense and Education Fund)
- Association of American Medical Colleges' Summer Medical Dental Education Program.

UMB Schools also reach in to the local communities to host pipeline events. For example, the School of Medicine (SOM) does outreach through a shadowing program for members of the local community (many of whom are underrepresented minorities) and gives them the opportunity to interact with UMB physicians. SOM also has an annual High School "Mini Medical School" program where current students teach high school students about breaking cycles of health care disparities and creating positive changes in their families and communities.

The School of Law hosted a Montgomery County Scholars Program information session for students co-sponsored by 3 specialty bar associations whose membership is comprised of attorneys of underrepresented minority groups. They are the J. Franklyn Bourne Bar Association, the Maryland Hispanic Bar Association and the National Asian Pacific Bar Association.

Our Schools also conduct school-specific activities targeted toward improving enrolled students' academic success as well as retention and graduation rates. In the spring 2013 semester, the School of Nursing (SON) created a program to build on the academic services offered by their Student Success Center which targets first generation college students. Students receive a partial scholarship award, academic coaching, workshops on time management, textbook reading as well as private and group tutoring. In addition, because nursing continues to be a female dominated field, SON was involved in the establishment of the Maryland Chapter of the American Assembly of Men in Nursing in an effort to create access to male role models.

At the campus level, one of UMB's efforts toward increasing underrepresented populations in the science, technology, engineering, and mathematics (STEM) fields is through participation in Maryland's AGEP⁶ PROMISE⁷ Program. This Program has been

⁶ AGEP stands for the Alliance for Graduate Education and the Professions.

⁷ http://www.graduate.umaryland.edu/current_students/PROMISE/

a critical catalyst for increasing enrollment, retention and graduation rates. PROMISE at UMB is dedicated to providing a supportive community and professional development training in all stages of the PhD process. Along these lines, UMB offers a variety of programs and activities including a peer mentors program, recruitment activities, professional development workshops and a dissertation support group.

UMB is also proud to state that the DAC received a 2013 Higher Education Excellence in Diversity (HEED) national award.⁸ The DAC initiative recognized was a university wide open house for potential students designed to build a highly talented and diverse pipeline of applicants for our schools.

UMB's commitment to diversity and participation by underrepresented groups is equally strong with regard to the recruitment and retention of faculty and staff. The University strives to provide an efficient and user-friendly faculty hiring process that contributes to a diverse pool of qualified candidates. Human Resource Services' (HRS) Diversity/EEO/AA Office acts as a resource for departments conducting academic searches by providing all academic departments with resources and by publishing information in the "Faculty Recruitment Packet." Additionally, HRS Diversity/EEO/AA also provides information about diversity posting resources for publicizing employment opportunities during the faculty recruitment process. Additionally, recommendations for potential candidates for faculty positions are often sought from the extensive network of affiliated professionals. These targeted queries are often seen as an essential element of demonstrating interest and enthusiasm in diversity and also aid in identifying traditionally underrepresented candidates.

UMB's HRS also ensures that a number of basic elements are met in order to eliminate barriers and increase access for underrepresented minorities seeking staff employment. The University utilizes a formal performance evaluation program for all employees. In addition, management and supervisors are trained on the basic methodology of performance evaluation. Neither minority nor women employees are required to possess higher qualifications than those of the lowest qualified incumbent in the job for which they apply. Information about opportunities for advancement into more challenging positions is shared widely through the career development process. Special internal training programs are provided as necessary to ensure the achievement of our placement, retention and promotion goals. HRS also makes available diversity training workshops and offers gateways to staff and faculty mentoring programs.

⁸ <http://www.insightintodiversity.com/heed-award/about-the-heed-award>

UMB Schools also share this commitment to outreach and equity. For example, the Masters in Public Health (MPH) program specifically articulates “diversity and inclusion” and “health equity” as two of its core values. In this regard, it is generally accepted that faculty are expected to incorporate those values in their teaching, research and service. However, the MPH leadership also acknowledges the importance of the program’s faculty and staff being representative of the racial and ethnic diversity of the State of Maryland and keeps annual benchmarking statistics with regard to faculty and staff composition.

Likewise, the School of Social Work’s recent new faculty hires are noteworthy: there is a tenure track faculty member who is fluent in Jordanian Arabic and has conversational Spanish and intermediate modern standard Arabic at her disposal. She works with persons with developmental disabilities. In addition, this past year four African-American women have recently been hired (1 tenure track and 3 clinical instructors) along with an African-American male for the Dean’s leadership team.

Additionally, in 2013, the School of Medicine awarded, for the first time, a Dean’s Faculty Award for Diversity and Inclusion. The recipient, Dr. David Stewart, is associate professor and chair of the Department of Family & Community Medicine. During his tenure as chair, Dr. Stewart has recruited diverse faculty and retained excellent leaders. He has significantly increased the underrepresented minority composition of his faculty and resident staff. According to his nominator, Dr. Stewart very much encourages his faculty to pursue grants and research in the area of health disparities. He, himself, has been the principal investigator on numerous grants from the U.S. Department of Health and Human Services, the National Institute of Mental Health and the Maryland Department of Health and Mental Hygiene, including research to increase awareness for African-American males with hypertension. Dr. Stewart is also a close advisor to the University of Maryland’s School of Medicine’s Center for Health Care Disparities and the Maryland AHEC.⁹

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. Through events as varied as

⁹ AHEC stands for Area Health Education Center.

a clarinet quartet from DC's Different Drummers¹⁰, American Indian Storytelling,¹¹ Living Ribbon,¹² African Ancestry Workshop,¹³ Remembering the Holocaust,¹⁴ Suicide Prevention Training¹⁵, American Sign Language,¹⁶ and American Asian/Pacific Islander Spotlight Artists,¹⁷ the Southern Management Corporation Campus Center provides a unique setting for interdisciplinary encouragement of broad social, cultural, recreational, and education programming for the entire University community. Each Heritage-History Month program aims to:

- Provide an understanding of the multiple perspectives of others, while valuing one's own heritages, experiences and values;
- Encourage an appreciation 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.

The Office of International Scholars offers a Conversation, Communication, and Culture (C3) program in collaboration with Campus Writing Center. It meets weekly during the academic year to explore facets of culture and language and how they impact intercultural interactions. Weekly topics have included American Slang, US Politics, US Consumer Culture, Places around Baltimore, and Participant Presentations. C3 is open to all UMB students, scholars, and staff; however, the majority of participants are international students and scholars.

The Office of the President sponsors the Annual MLK Diversity Recognition Awards. In 2013, the Outstanding Faculty/Staff Award went to Gregory Carey, PhD. Dr. Carey, assistant professor and director of student summer research and community outreach in the Department of Microbiology and Immunology at the School of Medicine, was

¹⁰ LGBT History Month

¹¹ American Indian Heritage Month

¹² World Aids Day Week

¹³ Black History Month

¹⁴ Cultural Enrichment

¹⁵ Cultural Enrichment

¹⁶ Cultural Enrichment

¹⁷ American Asian/Pacific Islander Heritage Month

lauded for being a passionate and committed mentor to minority students and postdoctoral fellows at the University for close to a decade. In recent years, several immigrants and African-Americans of high school age have gone on to pursue higher degrees after being mentored in his laboratory in the Center for Vascular and Inflammatory Diseases. Dr. Carey's public speaking, teaching and mentoring activities reach students from the elementary school level to graduate and professional health education.

The Outstanding Student Group in 2013 was the University's Pride Alliance which promotes a more inclusive campus environment for lesbian, gay, bisexual, transgender and queer/questioning students, faculty, staff and alumni and is mobilizing support for equality throughout Maryland.

Another annual endeavor from the Office of the President is the Student Leadership Institute.¹⁸ It provides instruction on a no-fee, no-credit basis to selected 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 2013 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. UMB's report to DHMH has been included as Supplement B. However, a sampling of School and student led efforts are highlighted below.

Each year, the SOM student chapter of the Student National Medical Association¹⁹ provides a health fair for the diverse Baltimore community located at Lexington Market. This event has grown from a small outdoor event in front of an urban high school to an event anticipated by it's over 200 attendees. The focus of the fair is to address the

¹⁸ <http://www.umaryland.edu/islsi/pi/psli/>

¹⁹ The Student National Medical Association (SNMA) is the oldest and largest student-run organization focused on the needs and concerns of medical students of color.

health needs of the participant's entire family. Medical students and faculty interact to provide a variety of health screenings and educational information on a variety of topics from diabetes to prescription safety. In addition, they provide information on health insurance and also help address the many structural barriers to maintaining good health.

Similarly, the Hispanic Dental Association's student chapter at the School of Dentistry has an extensive outreach program. During 2013, students performed, under faculty supervision, oral health screenings for over 400 Maryland residents at Hispanic/Latino outreach events and at schools in Baltimore City. The group also visited Baltimore's St. Vincent de Paul in February of 2013 where they talked with 140+ toddlers, aged 2-4, and their parents about good oral hygiene.

The School of Social Work hosts an annual "Unity Day," which brings together diverse student groups such as the Coalition for Military Awareness, Latin American Solidarity Organization, Christian Social Work Fellowship, Lesbian Gay Bi-Sexual Transgender Questioning/Queer Allies Union, and the African-American Students in Social Work shop that highlights how all social workers, no matter their background, can promote change and understanding regarding those who need advocacy.

UMB, its Schools and its students are enthusiastic and committed partners in our wide-ranging efforts to create opportunities for education and enhancement of the lives of underrepresented minorities.

4. Institutional Demographic Data Requested by USM

Included as Supplement A.



UNIVERSITY *of* MARYLAND

**PROGRAM OF CULTURAL DIVERSITY
2013 PROGRESS REPORT
UNIVERSITY OF MARYLAND, BALTIMORE**

SUPPLEMENT A

Demographic Data

UMB Employees by Employee Type, Race, and Gender

Employee Type	Year	Race	Total	Pct	Gender	
					F	M
<u>1 - Tenured/Tenure-Track</u>	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
	2013	African American/Black	30	5.45%	13	17
		American Indian/Alaska Native	2	0.36%	1	1
		Asian	81	14.73%	16	65
		Hispanic/Latino	11	2.00%	4	7

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Not Reported	1	0.18%	1	0
White	425	77.27%	133	292
	550		168	382

Employee Type	Year	Race	Total	Pct	Gender	
					F	M
<u>2 - Non-Tenure Track</u>	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

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		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
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2013	African American/Black		234	10.17%	160	74
	American Indian/Alaska Native		4	0.17%	4	0
	Asian		402	17.47%	195	207
	Hispanic/Latino		49	2.13%	31	18
	Not Reported		35	1.52%	16	19
	Other Pacific Islander		2	0.09%	2	0
	Two or More Races		5	0.22%	3	2
	White		1570	68.23%	874	696
			2301		1285	1016
<hr/>						
Gender						
Employee Type	Year	Race	Total	Pct	F	M
<u>3 - Non-Faculty</u>	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

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	White	2246	54.37%	1494	752
		4131		2780	1351
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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
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2013	African American/Black	1294	31.45%	912	382
	American Indian/Alaska Native	5	0.12%	3	2
	Asian	376	9.14%	245	131
	Hispanic/Latino	85	2.07%	59	26
	Not Reported	62	1.51%	44	18
	Other Pacific Islander	3	0.07%	3	0
	Two or More Races	12	0.29%	10	2
	White	2278	55.36%	1516	762
		4115		2792	1323

UMB Students by Race and Gender

Year	Race	Total	Pct	Gender	
				F	M
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

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	White	3654	57.38%	2532	1122
		6368		4472	1896
2013	African American/Black	861	13.70%	689	172
	American Indian/Alaska Native	9	0.14%	8	1
	Asian	954	15.18%	664	290
	Hispanic/Latino	324	5.16%	214	110
	International	271	4.31%	171	100
	Not Reported	146	2.32%	99	47
	Other Pacific Islander	1	0.02%	1	0
	Two or More Races	191	3.04%	148	43
	White	3527	56.13%	2474	1053
		6284		4468	1816



UNIVERSITY *of* MARYLAND

**PROGRAM OF CULTURAL DIVERSITY
2013 PROGRESS REPORT
UNIVERSITY OF MARYLAND, BALTIMORE**

SUPPLEMENT B

**MHEC
Cultural Competency Training
and other Health Disparities Reduction Activities Report**

**2013 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, Doctorate

1) Since the 2012 report, has your health profession training program incorporated any new strategies for instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

The School of Social Work (SSW) has, for years, infused throughout its program: strategies for instruction on cultural sensitivity, cultural competency, and health disparities. No significant new strategies have been implemented since our 2012 report; however, we have just completed our five-year strategic plan, and increasing diversity and equity is one of six themes identified by the school as a priority. The specific goal related to this theme is to: "Create an atmosphere that fosters cultural responsiveness within the school and the community." Specific objectives have been identified to attract and retain a diverse faculty, staff, and student body, prepare students to work with diverse populations, and increase equity and inclusiveness. Metrics to assess our progress toward these objectives are being established. Our programming has been consistent with the longstanding National Association of Social Work (NASW) Standards for Cultural Competence in Social Work Practice and the Council on Social Work Education (CSWE) accreditation standard on cultural competence 2.1.4: Engage diversity and difference in practice. These standards specify that social workers be equipped to work with, and advocate for, groups that are traditionally marginalized. As we stated in our 2012 report, SSW students are required to 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. We go far beyond these basic requirements, however, to infuse content throughout our programming to help students develop an appreciation for diversity, an understanding of power, privilege and oppression, and the skills to employ effective strategies for addressing inequities, including health disparities. Furthermore, the school, through its sponsored events, health disparity research, and community engagement activities, strives to foster a climate of inclusiveness and equity among its faculty, staff, students and address inequities in the state of Maryland and beyond.

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 Disparities	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 in a one-month on-site HIV/AIDS social and behavioral disparities project in Abuja, Nigeria from June 2-29, 2012.	Master's	3	Elective	18
SWCL 749 -	Advanced practice course that provides	Master's	3	Elective	24

Clinical Social Work with Lesbian and Gay Clients	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.				
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	129
SOWK 718 - Social Equality and Justice	This course focuses on variations in the structure of opportunity and outcomes within the U.S. It will examine the concepts of social equality and inequality, equity (or justice) and injustice and the forms they may take in the realm of social policy. Attention will be given to: the effects of diverse values, perspectives, and ideologies on conceptualizations of social equality and social justice.	Master's	3	Elective	16
SWCL 710 - Advanced Group Methods	This course presents and compares models of group treatment and formulations of the role of group workers in various types of groups. The influence of ethno-racial identities, age, culture, sexual orientations, gender, and social class on group treatment is studied through the use of a seminar format.	Master's	3	Elective	50
SWCL 748 - Clinical Social Work practice in Relation to Death, Dying, and Bereavement	This course provides a framework of knowledge, skills, and values for cultivating culturally competent and responsive social work practice in helping clients who confront the issues of death and dying.	Master's	3	Elective	87
SWCL 730 - Social Work with Chronic Mental Illness	This course is designed to enhance a student's understanding of how to practice effectively with a diverse spectrum of clients with chronic mental health problems, such as schizophrenia, major mood disorders, and personality disorders.	Master's	3	Elective	25
SWCL 724 - Clinical Social Work with the Aging and their	This advanced course provides a foundation for clinical social work practice with the aged and their families or caretakers from various cultural and	Master's	3	Elective	24

Families	community background.				
SOWK 766 - International Social Welfare	This advanced human behavior course introduces students to international social work globally and/or transnational work in the United States or abroad through an understanding of the major theories of individual and family functioning that encompasses biophysical, cognitive, emotional, social and spiritual dimensions. Specific attention will be paid to the role that culture and cultural identity play in human development and contextual factors that define what is considered “normal” behavior.	Master’s	3	Elective	5
SWCL 775 - Social Work Practice with Immigrant and Refugee Populations	This advanced clinical practice 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. The course focuses on the need for cultural competency in order to assess, communicate, and provide culturally sensitive services.	Master’s	3	Elective	12
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	58
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 non-deviant 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 treatment interventions.	Master’s	3	Elective	18
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.	Master’s	3	Elective	27
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	Advanced policy course that focuses on existing and proposed programs and	Master’s	3	Required for Aging	19

Social Policy	services for older adults at federal, state, and local levels, including their impact on special populations of older persons.			Specialization	
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	83
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	30
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	43

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 2012 to November 2012 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	19

C. Other Student-Centered Academic Activities (please describe)	Degree Level	Required or Elective?	# of Student Participants
Dear Mandela (October 10, 2012) - Screening and discussion, sponsored by International Social Work Organization and Student Coalition for Peace and Equality. This documentary looks at three young people's journey from their shacks to the highest court in the land as they invoke Nelson Mandela's example and become leaders in a growing social movement.	Master's	Elective	36

Social Work Intervention with Devout Christian Clients. November 19, 2012 sponsored by Christian Social Work Fellowship.	Master's	Elective	6
Unity Day (November 28, 2012) - Unity Day highlights the Unity among the student organizations here at the UM SSW. Our theme, "Uniting Student Organizations through the Arts," will focus on how social workers share diverse interests but have the ability to unify, to promote change and understanding of those in need of advocacy. Co-Sponsored by the Coalition for Military Awareness (CMA) -- Lesbian Gay Bi-Sexual Transgender Question/Queer Allies Union (LGBTQAU) -- Latin American Solidarity Organization (LASO) -- Christian Social Work Fellowship (CSWF) -- and the Organization of African-American Students in Social Work (OASIS).	Master's	Elective	28
Opportunities in Latin America and the U.S. (April 17, 2013) – Meeting sponsored by the Latin American Solidarity Organization. This meeting included a panel of representatives from local and international organizations who work in Latin America and here in the U.S.	Master's	Elective	8
Ending Silence Shame and Stigma: HIV/AIDS and the African American Family special screening and discussion (February 18, 2013) – Event sponsored by the Organization of African American Students in Social Work. This special screening and discussion examines what fuels the HIV epidemic in the community.	Master's	Elective	18
A Sister's Call (April 15, 2013) - Documentary and discussion sponsored by Student Government Association. This documentary intimately tackles many issues that millions of individuals and families around the world deal with every day, including sexual abuse, drug & alcohol addiction, suicide, mental illness, and homelessness.	Master's	Elective	33
International Social Work Career Panel (April 8, 2013) – Panel sponsored by International Social Work Organization and Alliance for Workforce Development. This discussion was about careers in international development, the value of an MSW degree, tips for job search and applications, and much more! The panel is comprised of professionals working in the States and abroad in both clinical and macro positions.	Masters	Elective	30
MLK Day Library Renovation Project at the James McHenry Elementary School (JMES) (January 21, 2013) - Project sponsored by the Organization of African American Students in Social Work. This service event assists in renovating the JMES library.	Master's	Elective	44
The Anti-Oppression Work Group (September 28, 2013) - The Anti-Oppression Work Group is a group of students Organizing to bring issues of social justice and anti-oppression back into the forefront of our social work education and to address the ways in which racism, classism, and other oppressions are addressed in our classes.	Master's	Elective	8

3) Are the following changes in student cultural competency measured?

Changes in knowledge
Changes in skills
Changes in attitudes

4a) If change is being measured, which methods were used to assess such changes?

Essays

Clinical Practice Simulations

4b) If change is being measured, how often do such assessments occur during the course or clinical experience?

At Conclusion of Course or Learning Experience

4c) If change is being measured, 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.

We do not currently collect pre- and post- intervention data. Rather, student learning is captured in a summative form at the end of the course or field experience. However, it is likely we will be collecting finer-grained data within the next 2-3 years, as we implement our strategic plan and increase our assessment of student learning outcomes in preparation for our CSWE re-accreditation in 2017.

5) 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
Assistant Professor Philip Osteen, MSW, PhD , has been invited by Maryland's Department of Health and Mental Hygiene's Office of Minority Health and Health Disparities to join its Cultural Competency Work Group being established by the Maryland Health Quality and Cost Council (MHQCC) under the Maryland Health Improvement and Disparities Reduction Act of 2012.	October, 2012	N/A	N/A
Professor Michael Reisch, MA, MSW, PhD , gave the 2nd Biennial Daniel Thursz Lecture at Catholic University's National Catholic School of Social Service in Washington, DC on the topic of "Social Justice for the Elderly and the Inter-generational Compact."	Oct. 17, 2013	Students, Faculty, Staff and Community	50
WYPR's The Lines Between Us...LIVE - At University of Maryland School of Social Work Auditorium - WYPR recorded the final episode of its series "The Lines Between Us" in front of a live audience at the University of Maryland School of Social Work auditorium. Throughout "The Lines Between Us," Maryland Morning with Sheilah Kast has laid out the Baltimore region's landscape of inequality.	Sept. 26, 2013	Students, Faculty, Staff and Community	100
Associate Professor Michael Lindsey, MSW, MPH, PhD , was the featured speaker at the Collegium of Scholars, a monthly lecture series sponsored by the Center for Health Equity, University of Maryland (College Park). Dr. Lindsey's talk focused on the mental health help-seeking behaviors of Black adolescent and young adult males, and included a very rich discussion of the implications for research, policy and practice with this population.	Nov. 13, 2013	Students, Faculty, Staff and Community	25
The Daniel Thursz Social Justice Lecture: Social Justice for a Fair and Inclusive Society with Professor John A. Powell. John A. Powell is an internationally recognized expert in the areas of civil rights and civil liberties and a wide range of issues including race, structural racism, ethnicity, housing, poverty, and democracy.	Nov. 18, 2013	Students, Faculty, Staff and Community	100

**2013 REPORT – INSTITUTIONS OF HIGHER EDUCATION:
CULTURAL COMPETENCY TRAINING AND
OTHER HEALTH DISPARITIES REDUCTION ACTIVITIES**

University of Maryland, Baltimore

Discipline: Nursing

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

1) Since the 2012 report, has your health profession training program incorporated any new strategies for instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

Since 2012, three major nursing degree programs have been under extensive revisions, and the threads of cultural competence and meeting the health care needs of disenfranchised and underserved populations have been verified and strengthened as needed. The curriculum committees for the BSN, CNL and BSN-DNP programs have made this issue a priority, and many of the faculty have been involved in the revisions. A renowned cultural competence expert, Dr. Sandra Bibb, was consulted and subsequently delivered multiple lectures and consultations for faculty to infuse in all levels of the curriculum. Our accreditation group, CCNE, will return for our 5 year follow up evaluation in the fall of 2014 (just after our newly revised curricula are rolled out), and our SON will be well prepared to meet the requirements for preparing our students for cultural competence/sensitivity as we serve the diverse patient population in Maryland and surrounding states. We are proud of the fact that the 2009 report from CCNE specifically mentioned that one of the strengths of our SON as having a diverse student body to which we are well equipped to respond to meet the educational needs.

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.)

Bachelor's

The Bachelor of Science in Nursing (BSN) program incorporates learning activities aimed at developing cultural competency in our students/graduates. The students plan and implement nursing care that is individualized, and that recognizes the influence of culture on well-being and health outcomes. The goal is culturally sensitive care in a variety of practice setting 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	This didactic, laboratory, clinical and seminar course introduces students to the concepts of contemporary professional nursing. The student is guided in the application of theory to clinical practice and in the development of cognitive, psychomotor, communication, and therapeutic skills necessary to address the common needs and responses of persons experiencing various health states.	BSN	4	Required	237

NURS 315 - Pathopharmacology	This course focuses on the disruptions of physiological systems that immediately or ultimately produce disease states and on the use of drugs to prevent or ameliorate those disruptions. Patient and population specific factors that affect the likelihood of success of a particular drug therapy or that increase the danger from untoward effects are integrated throughout the course. Legal and regulatory issues are discussed. The student applies previously acquired knowledge in human anatomy and physiology as well as other basic sciences.	BSN	5	Required	241
NURS 325 - Context of Health Care I	This course provides an overview of the nature of nursing as an evolving profession and its relationship to the structure and function of the United States health care delivery system. Major issues and trends in nursing and health care are explored. Consideration is given to the impact of social, political, economic, and technological factors on the health care system and the nursing profession. The development of basic skills and competencies in problem-solving, decision-making, group dynamics, delegation and supervision are addressed.	BSN	2	Required	222
NURS 333 - Health Assessment	This course is designed to provide students with the knowledge and skills necessary to assess individual health as a multi-dimensional, balanced expression of bio-psycho-social-cultural well-being. Course content will reflect a functional health and systems approach to nursing assessment of humans through all developmental stages. Comprehensive bio-psycho-social-cultural assessment approaches will be introduced to enable students to assess the impact of environmental influences (risk factors) upon individual health.	BSN	3	Required	248
NURS 330 - Adult Health Nursing	This course provides didactic and clinical learning experiences designed to enable students to provide nursing care to clients across the adult life span who are experiencing a variety of complex, acute, and chronic health problems in various settings, including	BSN	7	Required	207

	long-term care and/or rehabilitation.				
NURS 331 - Gerontological Nursing	This course explores unique health and nursing needs of elderly clients and their significant others, and examines the political, social, economic, ethical, and end of life issues that have implications for an aging society. The emphasis will be on healthy aging and wellness and for the student to develop a positive perspective on aging.	BSN	3	Required	218
NURS 308 - Nursing Care of Infants/Children	This course teaches students how to provide nursing care to infants and children within the family as a unit of care. An integrated approach to development is used. Emphasis is placed on understanding the family as the basic unit in children's lives. Biological, psychological, social, cultural, and spiritual influences that impact family beliefs are emphasized. Content includes a focus on wellness and illness. Current pediatric health problems, anticipatory guidance, prevention and health care promotion are presented within a framework of childhood development, family dynamics and communication skills. By using the nursing process and fostering critical thinking, the student will learn to deliver safe, theory-based nursing care to children within the family unit. Clinical experiences with children and their families provide opportunities for application and integration of theory-based content. Students participate in clinical experiences in a variety of settings including acute care facilities, the community, and the learning resource center. Students will care for families with children experiencing both simple and complex needs throughout various stages of the life span. Opportunities will be provided for students to learn specific content on an individual basis through the medium of computer-assisted instruction, interactive videos, films, and through access to the multimedia skills laboratory.	BSN	4	Required	213
NURS 402 - Psychiatric/Mental Health Nursing	This course provides a basic understanding of psychiatric and mental health nursing principles through	BSN	5	Required	219

	<p>classroom and related clinical experiences in a variety of settings. Course content builds on the American Nurses Association's Psychiatric & Mental Health: Scope and Standards of Practice using an integrated biological, psychological, sociocultural, environmental, and spiritual approach to the care of persons with psychiatric disorders. Empirical, aesthetic, ethical and personal ways of knowing are explored as a basis for understanding the holistic needs of persons with psychiatric disorders. Current research, theory, and biological foundations of psychiatric disorders are introduced. Treatment modalities and legal/ethical implications of caring for persons with psychiatric disorders, along with issues of professional and personal involvement in psychiatric mental health nursing, are discussed. The therapeutic use of self within the context of an integrated, evidence-based approach to meeting the biological, psychological, cultural, social, and spiritual needs of persons with psychiatric disorders, their families, and caregivers is emphasized.</p>				
NURS 407 - Nursing Care of the Childbearing Family	<p>This clinical course provides an understanding of perinatal, women, and family nursing principles through classroom and seminar experiences. An evidence-based practice approach is used and emphasis is placed on the biological, psychological, social, cultural, and spiritual aspects of the childbearing experience. Course content includes patient centered care and examination of selected societal and technological issues that influence women and families. Students will apply theory into clinical practice through nursing care experiences with women, newborns, and families in a variety of inpatient and outpatient settings.</p>	BSN	5	Required	212
NURS 403 - Community Health Nursing	<p>This course uses a public health nursing practice model that links nursing with core public health functions and essential public health services. It provides the foundational principles of</p>	BSN	5	Required	221

	community and public health nursing using theory, analytic skills, and related clinical experiences. Global, federal, state, and local public health priorities are examined to illustrate the nursing process for the care of communities and populations. The sciences providing the evidence base for community and public health assessment, intervention, and evaluation are integrated into the course. Ethical principles and concepts of occupational and environmental health and social justice are incorporated by analyzing the origins of health disparities especially in cases of special (vulnerable) populations. The historical, current, and future role of nurses, who care for populations by empowering individuals, families, and communities, is critically analyzed. Students apply and evaluate evidence-based interventions in a variety of public and private clinical settings.				
NURS 487 - Clinical Emphasis Practicum and Seminar	This course is the capstone clinical practicum and seminar taken in the final semester of the baccalaureate program to facilitate the transition from nursing student to professional nurse. Analysis and synthesis of information from all NURS 425 coursework is applied to the delivery of organized and safe nursing care in a variety of clinical situations. The components of the course are the clinical preceptorship, critical thinking, and career planning. The course is designed to provide the student with opportunities to apply knowledge from nursing courses and critical thinking skills to clinical situations and case studies. The student works with a clinical preceptor in the development, implementation, and evaluation of objectives specific to the clinical emphasis area. Students will revise and refine their resume and interviewing skills and develop an individualized plan for preparing for the NCLEX examination. This course is taken during the last semester of the program.	BSN	6	Required	222

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 –This introduction to nursing fundamentals course includes simulations and 32 clinical hours in long-term care settings. Cultural considerations introduced in this course include communication variances, and integrating respect, appreciation and skill in working in working with patients with culturally diverse backgrounds, beliefs, and health care practices. Clinical Experience and Clinical Simulation Lab	BSN	Pass/Fail	1	Required	237
NURS 333 - Cultural, religious and health disparity issues are covered in the following ways: 1. "What is culture" content and discussion is covered in the first week of class. Content includes definition of culture, components of diversity, steps to becoming culturally competent, common implications of cultural or religious preferences. This segment includes small group discussion. 2. Communicating with the person who does not speak English or who is hearing impaired is covered during our segment on interviewing. This includes content on using certified translators vs. staff vs. family members and translator etiquette. 3. Age specific and pregnancy related changes are discussed with each body system addressed. 4. Our EHR platform includes an area for students to document their "patient's" cultural and religious needs or preferences under the subjective portion of the SOAP note that students complete in lab each week.	BSN	Pass/Fail	1	Required	248
NURS 330 – This course includes 90 clinical hours, and provides learning opportunities in a variety of acute care settings where students provide direct care to patients from a variety of cultural and religious backgrounds. Health disparities are also addressed in this course. Sarah Gould is an orthodox Jewish female. During the simulation, students have to provide care to an orthodox Jewish female and to be mindful of her head covering & when she has to have a foley inserted; we expect them to ask permission for any male students to remain in the room.	BSN	Pass/Fail	4	Required	207
NURS 308 – This course includes 90 clinical hours in pediatric settings across the healthcare continuum. Experiences integrate issues related to access to care, health disparities, and cultural	BSN	Pass/Fail	2	Required	213

considerations.					
NURS 402 – In the course, the focus is on providing care for patients with psychiatric and mental health disorders, including 90 clinical hours in acute, chronic, and outpatient settings. Content includes issues related to access to care, health disparities, and cultural considerations.	BSN	Pass/Fail	2	Required	219
NURS 407 – The clinical course focuses on providing care in maternity, newborn, and women's health settings, and includes 90 clinical hours. Culture is a curricular thread throughout the course. Social determinants of perinatal health are covered with a focus on cultural competency. Various cultural practices and childbearing are discussed in relationship to breastfeeding, intrapartum care, postpartum care, nutrition and pregnancy and perinatal loss.	BSN	Pass/Fail	2	Required	212
NURS 403 - This course includes 90 clinical hours with a focus on cultural competence, health literacy, health teaching and health promotion in community and public health settings. Health Disparities are covered very comprehensively and includes vulnerable populations, social justice, and environmental health	BSN	Pass/Fail	2	Required	221
NURS 487 – 180 clinical/practicum hours as a one-on-one precepted experience, and incorporates a cultural assessment as part of the patient case study. Additionally, cultural sensitivity is incorporated into all 3 simulations by using standardized patients from different cultures.	BSN	Pass/Fail	4	Required	222

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

Master's

Master's Core Courses

The first two courses are required of all Master of Science (MS) students. These two core courses integrate cultural sensitivity, cultural competence, linguistic competency and health literacy 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	MS	3	Required	308

	diversity, health disparities, and social justice in health care are analyzed.				
NURS 659- Organizational and Professional Dimensions of Advanced Nursing 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	260

Note:

NPHY 612 and NURS 723 are required courses for Adult- Gerontology Primary Care Nurse Practitioner, Adult- Gerontology Acute Care Nurse Practitioner/Clinical Nurse Specialist, Family Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner-Family, and Nurse Anesthesia Programs

NPHY 612 - Advanced Physiology and Pathophysiology across the Lifespan	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	124
NURS 723 - Clinical Pharmacology and Therapeutics across the Lifespan	Provides advanced knowledge of commonly prescribed pharmacologic agents.	MS	3	Required	52

Adult-Gerontology Primary Care Nurse Practitioner

The Adult-Gerontology Primary Care Nurse Practitioner 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 777 - Diagnosis and Management of Adults Across of Lifespan	The student will focus on 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.	MS	4	Required	29
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	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 605 - Comprehensive Adult Health Assessment – This course 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 identifying, describing and communicating normal and abnormal findings in a written and oral format. A major focus of this course is on the assessment process. Course section prerequisites may differ.	MS	Graded	3 cr. 40 hrs.	Required	31
NURS 687 - Comprehensive Health Assessment of the Older Adult - In this course, taken concurrently with Health Assessment, the student develops the knowledge and skills necessary for the beginning level of the gerontological nurse in advanced practice roles. The focus is on the assessment of all aspects of the older adult's health status, including health promotion, health protection, and disease prevention. Clinical reasoning skills to differentiate normal changes associated with aging from abnormal findings associated with disease processes are also emphasized. Exploration of the advanced practice nursing role in clinical, geriatric health care facilitates the student's role transition and realistic understanding of the advanced practice role.	MS	Pass/Fail	1 credit 40 hrs.	Required	32
NURS 768 - Clinical Practicum for Adults Across the Lifespan - A 225 hour clinical practicum per semester in a variety of community-based clinical settings (including but not limited to) college health services, health maintenance organizations, community clinics, long term care, assisted living, continuing care retirement communities, occupational health settings, and private practice will stress application of concepts presented in the Diagnosis and Management course. The student will gain increased expertise in communication skills, health assessment skills, interpreting findings, applying epidemiological concepts and developing and implementing plans of care for adults across the lifespan with health maintenance needs, and/or common acute and chronic health problems. The focus of this clinical experience will be on initial workups	MS	Pass/Fail	5 credits 225 hrs.	Required	29

of new patients, limited short-term relationships with these patients and the evaluation and management of patients with self-limiting acute problems, or stable chronic illnesses as a beginning step in learning diagnosis and management of health problems.					
NURS 788 - Complex Clinical Practicum for Adults Across the Lifespan - This course will build on concepts presented in the Diagnosis and Management of Adults Across the Lifespan (NURS 620) course. The focus is on refining health assessment skills, interpreting findings, developing and implementing appropriate plans of care to meet common health maintenance needs of adults and to promote the health of adults with more complex health problems. The student will gain increased expertise in communication skills, health assessment skills, interpreting findings, epidemiological concepts and developing and implementing plans of care. The emphasis will be placed upon managing an aging population with complex, chronic healthcare needs and promoting healthy behaviors across the lifespan.	MS	Pass/Fail	4 credits 180 hrs.	Required	29
NURS 794 - Advanced Clinical Practicum for Adults Across the Lifespan - In this clinical course taken concurrently with Advanced Diagnosis and Management of Adults Across the Lifespan, the student functions as an adult/gerontological nurse practitioner in primary care settings including but not limited to: college health services, health maintenance organizations, community clinics, long-term care, assisted living, continuing care retirement communities, occupational health settings, and private practice) with adults who have complex and multiple health problems. The student will synthesize and integrate previously learned concepts to promote the health of adults and develop more independent diagnosis and management of patients with multi-system problems. Using a problem solving approach and evidence based practice guidelines, the student will determine an optimal plan in relation to both short and long-term health related goals for clients they see on an ongoing basis. Emphasis is on increased independence and decision-making in a multidisciplinary environment. The student is expected to assume an increased responsibility	MS	Pass/Fail	5 credits 225 hrs.	Required	21

for the quality of health care rendered and to participate in evaluative activities.					
NURS 795 - Clinical Syndrome Management of Older Adults - In this clinical course, the student functions as a gerontological nurse practitioner in health care settings with older adults who have multiple health problems and complex clinical syndromes. The student will be able to synthesize and integrate previously learned concepts to further refine the advanced application of assessment, differential diagnoses skills, and increasingly independent development of appropriate therapeutic interventions for the older adult who presents with complex clinical syndrome in a variety of settings.	MS	Pass/Fail	2 credits 90 hrs.	Required	20

Adult- Gerontology Acute Care Nurse Practitioner/Clinical Nurse Specialist

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
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	16
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	16

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: This course 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 identifying,	MS	Graded	3 cr. 40 hrs.	Required	20

describing and communicating normal and abnormal findings in a written and oral format.					
NURS 623 - Advanced Assessment of the Critically Ill: This clinical course provides the student an opportunity to develop advanced assessment skills for use with critically ill adults. Students build on previous knowledge and clinical experience to develop advanced skills in comprehensive assessment of the critically ill including invasive monitoring data, appropriate laboratory and diagnostic procedures. Students develop competence in identifying, describing, and analyzing normal and abnormal findings. Clinical experiences in critical care settings provide opportunities for the application of a variety of assessment strategies, and the analysis of a comprehensive database using an organized approach to health assessment at any stage of acute illness. Students without prior Emergency Department or Critical Care experience are required to take N418 CV nursing as Independent study.	MS	Graded	3 cr. 45 hrs.	Required	20
NURS 647 - Diagnosis and Management of Common Acute Care Problems: Provides the basic knowledge and skills necessary to practice at the beginning level as an advanced practice nurse with adult populations in acute care settings. Emphasizes the development of a conceptualization of the role of advanced practice nurses, skills in diagnostic reasoning and clinical decision-making, and the examination of theoretical and empirical bases for advanced nursing practice. Direct practice content focuses on health problems commonly encountered in acutely ill and injured individuals. Indirect practice content focuses on the critical analysis of medical and nursing interventions commonly used with acutely ill adults. Clinical experiences in acute care settings provide opportunities for the development of diagnostic reasoning and beginning management of common acute care problems.	MS	Graded	5 cr. 200 hrs.	Required	20
NURS 726 - Diagnosis and Management of Complex Acute Care Problems: Provides the advanced knowledge and skills necessary to function as an acute care practitioner. Promotes refinement of skills in assessment, diagnostic reasoning, and clinical decision-making, development of, as well as	MS	Graded	4 cr. 150 hrs.	Required	20

implementation of nursing interventions for critically ill patients. Analyzes the emerging role of the acute care nurse practitioner within the legal constraints of the health care delivery system. Examines the theoretical and empirical basis for diagnosing and managing adult patients with complex acute care problems. Clinical experiences focus on collaborative care of adult patients with complex health problems.					
NURS 679 - Advanced Practice/Clinical Nurse Specialist Roles in Health Care Delivery Systems: Supports, expands, and applies trauma, emergency department, acute and critical care expertise to clinical nurse specialist/advanced practice nurse role functioning. In this course students analyze the role and influence of the advanced practice nurse/clinical nurse specialist on the health care environment and on the delivery of care. Clinical experiences and seminars focus on the developing diverse leadership roles of the advanced practice nurse/clinical nurse specialist and related skills including: facilitating education/learning, advocacy/moral agency, implementing evidence-based practice, management, consultation/collaboration, facilitating clinical inquiry and research.	MS	Graded	3 cr. 150 hrs.	Required	20
NURS 727 - Advanced Acute Care Management: Emphasizes increased independence in the assessment, diagnosis, and management of acutely ill adults with multisystem problems. Clinical experiences and seminar sessions are designed to assist in the integration and synthesis of previously learned concepts in managing acutely ill adults across the continuum of acute care. Emphasis is on increased independence and decision-making in an inter-professional environment. Clinical and professional practice issues are explored.	MS	Graded	4 cr. 150 hrs.	Required	20

Family Nurse Practitioner

The Family Nurse Practitioner (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 at federally qualified health centers and with providers located within medically underserved areas serving an ethnically diverse population. 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.

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	20
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	20
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	20
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	23
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	27
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	22

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: Emphasizes the clinical implementation of health promotion and disease intervention strategies for patients across the life span. Concentrates on the health promotion role of the family nurse practitioner in primary care settings. Includes the synthesis of data and the formulation of comprehensive management plans for patients and families.	MS	Pass/Fail	1 45 hrs.	Required	19
NURS 633 FP II – Practicum, Clinical Management of Common Health Care	MS	Pass/Fail	4 180 hrs.	Required	20

Problems: Focuses on the clinical application of critical diagnostic reasoning skills in the case management of acute commonly occurring health care problems encountered across the lifespan. Emphasizes clinical integration of pathophysiology, psychopathology, pharmacotherapeutics, family theory, health promotion, growth and developmental processes within family practice settings. Stresses the diagnostic and therapeutic role of the family nurse practitioner in primary care.					
NURS 703 - Specialty Topics in Family Practice: The third sequential clinical course in the Family Nurse Practitioner (FNP) Specialty. This course provides the students with clinical application and knowledge of selected specialty topics commonly encountered in family practice. Concepts of health promotion, maintenance and restoration will be explored. The course integrates pathophysiology, psychopathology, pharmacotherapeutics, growth and development, and health promotion within the context of culturally diverse family practice settings and outpatient specialty services. This course emphasizes the ongoing development of advanced critical thinking skills for comprehensive assessment, diagnosis and management, including skills for therapeutic interventions for health care problems across the lifespan. This course will provide students with the opportunity to refine clinical diagnostic and reasoning skills, to select appropriate referrals and to participate in interdisciplinary collaboration with other health care providers. Family adaptation to health/illness changes and coping strategies will also be addressed.	MS	Pass/Fail	2 45 hrs.	Required	20
NURS 644 FP III – Practicum, Management of Complex Health Care Problems: Focuses on the management of complex chronic health care problems in patients across the life span. Emphasizes effective implementation of critical thinking skills for age-appropriate assessment, diagnosis, and treatment of chronic health care problems encountered with patients in a variety of family practice settings.	MS	Pass/Fail	3 135 hrs.	Required	22
NURS 741 FP IV – Practicum, Integrative Management of Primary Health Care Problems: Focuses on preparing family nurse practitioner students to function independently at a beginning level of practice in a variety of	MS	Pass/Fail	7 315 hrs.	Required	22

primary care settings. Individualized practice with designated preceptor(s) provides the integrative clinical experiences necessary to refine specialized knowledge and skills in family practice and selected primary care settings.					
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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 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	28
NRSNG 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	26
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 pathophysiological and psychopathological processes.	MS	2	Required	26
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	28
NURS 643 - Advanced Nursing of Children I:	Emphasizes the role of the Advanced Practice Nurse in the management of acutely ill infants, children and	MS	2	Required	6

Diagnostic Reasoning	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.				
NRSG 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	10
NRSG 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	22
NURS 714 - Common Health Problems of Children II	The focus of this primary care course is on selected advanced health care problems of a complex nature and underlying alterations in health equilibrium. This course builds upon the knowledge and diagnostic reasoning acquired in Common Health Problems of children and adolescents II. Emphasis is placed on data collection, problem identification, evidenced-based management, and evaluation of the effectiveness of interventions. Throughout this course, the student will apply a problem-solving and critical thinking approach to selected disruptions in the health of older children and adolescents, and the effects of these disruptions on growth and development in the context of the family. The underlying pathological processes will be emphasized as well as epidemiology, differential diagnosis, selection of management processes, evaluation of the effectiveness of intervention and management, and both the short and long-term implications of the child's health status. Primary, secondary, and tertiary prevention will be discussed.	MS	2	Required	12
NRSG 721 -	This course provides essential	MS	2	Required	18

Primary Care Issues and the Child with a Chronic Illness or Special Care Needs	preparation for the Advanced Practice PNP student in the provision of care to infants, children and adolescents with chronic illness or special care needs. A holistic healthcare approach is the underlying theme in promoting and maintaining the health and developmental needs of these children and is viewed essential to their care. Developing a knowledge base of physiology and pathophysiological processes is emphasized. Case management, assessing and documenting effectiveness of treatment plans and providing cost effective care is discussed. Education, support, advocacy and health promotion is integrated into the discussion as well as anticipatory guidance. Barriers to optimal health care for these children are identified and the role of the advanced practice nurse in assuming leadership in the care of these children is discussed.				
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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 611 - Pediatric Assessment in Advanced Practice Nursing - Utilizes a seminar alternating with laboratory and clinical experiences that emphasize the role of the advanced practice pediatric nurse. Provides the opportunity to refine assessment skills as data is collected and analyzed in the clinical area, using a variety of interviewing, examining and recording skills. Role boundaries, role facilitation and barriers to role implementation are analyzed in seminar sessions	MS	Graded	3 cr. 45 hrs.	Required	29
NRSG 716 - Primary Care Clinical I: This course prepares the student to diagnose and manage complex, multiple, and chronic health needs of adults across the life span in primary care settings. Diagnostic reasoning skills and advanced decision-making are refined. Specific attention is paid to role, legal, policy, and health care finance issues relative to primary care nurse practitioners. The student will focus on the progression of the patient problem, refine differential problem-solving skills, and determine appropriate management interventions. The student is expected to	MS	Pass/Fail	3 cr. 135 hrs.	Required	26

synthesize previously learned concepts in primary care nursing.					
NRS 624 - Advanced Nursing of Children I, Clinical Practicum: Focuses on the emerging role of the advanced practice pediatric nurse and the delivery of primary care within the reconceptualization of the health care system.	MS	Graded	3 cr. 135 hrs.	Required	8
NRS 731 - Pediatric Acute Care II, Clinical Practicum: Emphasizes the multi-faceted implications of the role of the advanced practice nurse. Provides the forum for addressing role issues encountered in primary care settings, comparing clinical experiences, implementing marketing strategies and clarifying professional licensure/certification/practice requirements. Integrates the management of acute and chronic health care problems.	MS	Graded	4 cr. 180 hrs.	Required	12
NRS 645 - Advanced Nursing of Children II, Clinical: Focuses on the emerging role of the advanced practice pediatric nurse and the delivery of primary care within the reconceptualization of the health care system. Involves the synthesis of all prior coursework, application of critical thinking to the clinical arena, implementation of the nursing process, and advanced physical assessment skills. Emphasizes tertiary care-based services.	MS	Pass/Fail	5 cr. 225 hrs.	Required	
NRS 732 - Advanced Issues in Adolescent Care: This course focuses on the systematic inquiry of the foundations of advanced 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.	MS	Pass/Fail	1 cr. 45 hrs.	Required	10
NRS 733 - Primary Care Clinical III: Focuses on integration and application of principles of leadership, management, program planning, implementation and evaluation in population-based efforts to provide affordable quality care. Special emphasis is placed on the practical skills needed for the community/public health nurse to succeed as a leader and manager in the current domestic and international health care environment.	MS	Pass/Fail	3 cr. 90 hrs.	Required	12
NRS 722 - Primary Care Clinical II - Primary Care Issues and the Child with a Chronic Illness or Special Needs	MS	Pass/Fail	3 cr. 135 hrs.	Required	18
NRS 715 - Advanced Primary Care of Children: This course is designed to integrate and synthesize the material from all previous	MS	Pass/Fail	5 cr. 135 hrs.	Required	13

coursework and new concepts relevant to the pediatric nurse practitioner in primary care. Clinical experiences require the assumption of a more independent role in assessing and managing the health care of children from birth to adolescence as part of a multidisciplinary health care team.					
NURS 648 - Newborn Clinical: Provides alternative learning experiences: independent study, development of specific clinical competencies, classes focusing on a variety of special interest topics or topics of an interdepartmental nature within the broad category of nursing of children.	MS	Pass/Fail	1 cr. 45 hrs.	Required	19

Psychiatric Mental Health Nurse Practitioner - Family

The Psychiatric Mental Health Nurse Practitioner (PSYCH NP) specialty introduces cultural competency in each of its clinical courses. Students incorporate developmental features, family considerations, spiritual beliefs, and social/cultural context into the psychosocial assessment of patients with psychiatric symptoms or complaint. Students learn that in order to diagnosis a psychiatric disorder, the symptoms must be considered outside of cultural norms and beliefs. DSM-IV culturally-specific psychiatric diagnoses and others that do not appear in the DSM are reviewed. PSYH NP 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	19
NRS 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	19
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 discussed.	MS	2	Required	17
NURS 723 - Clinical Pharmacology and Therapeutics	Provides advanced knowledge of commonly prescribed pharmacologic agents.	MS	3	Required	3
NURS 751 -	Provides advanced knowledge of	MS	3	Required	15

Psychopharmacology	commonly prescribed psychopharmacologic agents. Legal, ethical and cultural implications of pharmacotherapy are also critically reviewed.				
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	16
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	12

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	13
NRS 669 - Differential Diagnosis of Mental Disorders Practicum	MS	Pass/Fail	2 cr. 90 hrs.	Required	19
NURS 665 - Therapeutic Interventions across the Lifespan in Mental Health	MS	Pass/Fail	3 cr. 135 hrs.	Required	17
NURS 656 - Conceptual foundations of Family Therapy: Practicum	MS	Pass/Fail	3 cr. 135 hrs.	Required	12
NURS 740 - Advanced Practice Psychiatric and Mental Health	MS	Pass/Fail	4 cr. 180 hrs.	Required	18

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 members 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 Nurse Anesthesia	MS	3	Required	30
NURS 605 -	Builds on previously learned skills and	MS	3	Required	27

Comprehensive Health Assessment of Adults	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.				
NRSG 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	28
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	28
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	29
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	28
NURS 604 - Advanced Pharmacology for NA	This course expands on the pharmacology discussed in NRSG 603 to include an in-depth discussion on opioids, local anesthetics, and all adjunct medications that Nurse Anesthetists encounters in practice	MS	3	Required	28
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 more complex patients	MS	3	Required	27
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	MS	3	Required	27

	independent nurse anesthesia practice				
NRSG 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	26
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	30

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	28
NURS 657 - Anesthesia Nursing Practicum II	MS	Pass/Fail	5	Required	54
NURS 673 - Anesthesia Nursing Practicum III	MS	Pass/Fail	5	Required	27
NURS 615 - Regional Anesthesia and Practicum	MS	Pass/Fail	3	Required	27
NURS 674 - Anesthesia Nursing Practicum IV	MS	Pass/Fail	3	Required	26
NURS 676 - Anesthesia Nursing Practicum V	MS	Pass/Fail	5	Required	30

Clinical Nurse Leader

In the Clinical Nurse Leader (CNL) program, a master's entry into practice program, students learn in their course work and clinical settings to develop self-awareness and 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 across the life span in a variety of settings.

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 guides students 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	4	Required	72
NURS 503 - Health Assessment	This course is designed to provide 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.	MS	3	Required	75
NURS 501 - Pathopharmacology	This course focuses on the pathophysiologic disruption to system functioning and on the use of therapeutic	MS	5	Required	78

	drugs in the health care setting.				
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	6	Required	70
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	3	Required	76
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	71
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	4	Required	73
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 evidence-based practice approach is used and emphasis is placed on the biological, psychological, social, cultural, and spiritual aspects of the childbearing experience.	MS	5	Required	68
NURS 511 - Psychiatric/Mental Health Nursing	This course uses an integrated biological, psychological, sociocultural, environmental, and spiritual approach, students with psychiatric disorders.	MS	5	Required	76
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	5	Required	70
NURS 523 - Clinical Emphasis Practicum and Seminar	This course provides the student with opportunities to apply knowledge from nursing courses and critical thinking	MS	1	Required	67

	skills to clinical situations, patient care leadership, and case studies.				
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	6	Required	77

B. Field-Based Learning: Clinical Experiences and Practical Applications	Degree Level	Graded or Ungraded ?	# of Clinical 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	Required	72
NURS 514 – 135 hours of direct patient care. Assessment of cultural considerations, health disparities, health literacy integrated into clinical activities	MS	Pass/Fail	2	Required	70
NURS 517 – 90 clinical hours of direct patient care working with pediatric populations across the healthcare continuum, includes issues related to access to care and health disparities, as well as cultural considerations	MS	Pass/Fail	2	Required	73
NURS 509 - 90 clinical hours working directly 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	2	Required	68
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	Required	76
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	Required	70
NURS 523 – 300 practicum hours in a precepted clinical setting. Concepts related to health disparities, cultural considerations, and health literacy is integrated into care delivery.	MS	Pass/Fail	7	Required	67

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 interdisciplinary teamwork in assessment, diagnosis and community-wide or population-based health promotion/disease prevention interventions.	MS	3	Required	9
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	13
NURS 671 - Epidemiological Assessment Strategies	This course focuses on assessment of physical and social indicators of public health.	MS	3	Required	9
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	11
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	8
NURS 733 - Leadership in Community/Public Health Nursing	Building on the epidemiological assessment and program development skills obtained in prerequisite courses, students will analyze and evaluate health promotion/disease prevention programs. Analysis of organizational systems will be an essential precursor to outcome measurements. In addition, advanced communication and leadership skills will be discussed in various legislative, political and community settings. To obtain funding for program, the components of writing a grant proposal will be reviewed.	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 762 - Program Planning and Evaluation in Community/Public Health Practicum	MS	Graded	3	Required	11
NURS 753 - Practicum in Leadership in Community/Public Health Nursing	MS	Graded	4	Required	23

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
NRSG 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/DNP	3	Elective	25
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	56
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	31

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

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	35
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	36
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	36
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	MS	3	Required	9

	examining and critiquing current literature on the topics with a focus on various research methodologies.				
NRS 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	15

B. Field-Based Learning: Clinical Experiences and Practical Applications	Degree Level	Graded or Ungraded	# of Credits/Hours	Required or Elective?	# of Student Completions
NURS 738 - Practicum in Nursing Informatics	MS	Graded	3	Required	24

Doctor of Nursing Practice

Throughout the Doctor of Nursing Practice (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. The curriculum is guided by the Campinha-Bacote model. Based on the advisement of a cultural competency consultant, all core courses were reviewed this academic year to ensure incorporation key aspects of cultural competency.

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	29
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 practice.	DNP	3	Required	25

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	25
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	27
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	31
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	9

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	30
NDNP 811 - Capstone II: Project Development	DNP	Pass/Fail	1	Required	12
NDNP 812 - Capstone III: Project Implementation	DNP	Pass/Fail	1	Required	15
NDNP 813 - Capstone IV: Project Evaluation & Dissemination	DNP	Pass/Fail	1	Required	16

Doctor of Philosophy (PhD)

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
NURS 840 - Philosophy of Science and Development of Theory	Reviews the nature of knowledge and theory in the various scientific disciplines.	PhD	3	Required	10
NURS 850 - Experimental Nursing Research Designs	This course focuses on the relationship between theory and	PhD	3	Required	7

	design and selected experimental and quasi-experimental research designs.				
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	7
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	10
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	9
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	7
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	8
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 medical.	PhD	4	Required	8

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	15

NURS 819 - Research Rotation	PhD	Graded	5	Required	17
NURS 899 - Dissertation Research	PhD	Graded	12	Required	44

Certificates

Environmental Health

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	0
NURS 735 - Applied Toxicology	This course provides nurses with a basic understanding of the physiology of toxicological mechanisms.	Cert.	3	Required	0
NURS 764 - Advanced Environmental Health	Introduces students to a more in-depth exploration of environmental health issues.	Cert	3	Required	0

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

Global Health

A. Course Title	Description of Course Content and Objectives	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
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	2
NRS 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	2
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	2

NRSG 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	4
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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
NRSG 611 - Global Health Field Experience	Cert.	Pass/Fail	2	Required	4

Teaching in Nursing and Health Professions

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	4
NURS 791 - Instructional Strategies and Assessment of Learning in Nursing and Health Professions	This course prepares the student to select and implement instructional strategies and media that are 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	3

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: Theoretical knowledge and skills acquired in pre-requisite courses will be applied in a practicum of teaching experiences that is precepted by a master teacher. Individual aspects of the practicum will be negotiated between the student, preceptor, and faculty facilitator in a learning contract. In addition to the practicum, students will engage in an online seminar. Seminar topics will focus on role development, issues and future trends in nursing and health professions education and ethical and legal influences on teaching and learning.	Cert.	Graded	3	Required	2

3) Are the following changes in student cultural competency measured?

Changes in knowledge
Changes in skills
Changes in attitudes

4a) If change is being measured, which methods were used to assess such changes?

Clinical Practice Simulations

4b) If change is being measured, how often do such assessments occur during the course or clinical experience?

At Conclusion of Course or Learning Experience

4c) If change is being measured, 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 consistently demonstrate application of cultural competence in their clinical rotations. The standards of care that are promulgated for all levels of our nursing students (American Association of Colleges of Nursing, National Organization of Nurse Practitioner Faculties, etc) require detailed assessment of students' mastery of cultural sensitivity, and students must adequately demonstrate these competencies in order to pass their clinical courses. For example, students who complete clinical rotations at the University of MD Medical Center will encounter patients who represent multiple ethnicities, cultures, and socio-economic backgrounds. They are observed and evaluated by their clinical instructors as they interact appropriately with the patients, their families as well as the agency staff. In addition, all students are expected to engage in patient education programs for a wide variety of patient populations that must be tailored specifically for their health literacy, linguistic skills, education level, etc.

5) 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. As an outcome of a grant (Dr. Kapustin's <i>Who Will Care? Grant</i>), cultural competence expert, Dr. Sandra Bibb, has provided faculty consultation in lecture and small group discussions for a one-day workshop. A primary outcome was to assist faculty with providing cultural competence learning experiences for their students across the entire nursing spectrum of undergraduates to doctoral levels. It was very positively received by faculty and led to numerous examples of learning activities for students to become immersed in cultural sensitivity in their curricula.		SON Faculty	SON Faculty
2. Yolanda Ogbolu, PhD, CRNP-Neonatal , an assistant professor at the University of Maryland School of Nursing, is one of 12 nurse educators from across the nation to earn the highly competitive grant from the Robert Wood Johnson Foundation (RWJF) <i>Nurse Faculty Scholars</i> program. Ogbolu received a three-year, \$350,000 award to promote her academic career and support her research. The goal of Ogbolu's research is to	Ongoing	N/A	N/A

examine whether the adoption of cultural competency standards influences the patient’s perception of their experience during care. Through the study, Ogbolu will examine organizational and contextual factors that drive and impede the adoption of new standards. In addition, Ogbolu will identify target areas for improvement in hospital policies and practices.			
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**2013 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) Since the 2012 report, has your health profession training program incorporated any new strategies for instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

While since the 2012 report, no significant new strategies have been incorporated, the Dental School continues to adhere to the Commission on Dental Accreditation Standards 2-17 for its predoctoral DDS program and Standards 2-19 and 2-20 for its dental hygiene program. Standard 2-17 has informed the School's Predoctoral Program (DDS) Competency Statement, in which students must: (1) Communicate with and provide care for a diverse population of patients, and (2) Formulate and present to a patient a primary treatment plan and alternative plans based on relevant findings and individual patient considerations.

The Commission on Dental Accreditation Standards 2-19 and 2-20 have informed the Dental Hygiene Program Competency Statements, requiring the dental hygiene graduate to be able to: (1) Serve all individuals and the community without discrimination, respect the cultural differences of the population, and provide humane and compassionate care to all patients; and (2) participate in the public policy process in order to influence consumer groups, businesses, 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 services activities.

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 (See Below Chart for Course Objectives)	Degree Level	# of Course Credits	Required or Elective?	# of Student Completions
PROF 518: Profession/Professionalism I— DDS, Yr 1		Doctorate	2	Required	130
BHAV 528: Behavioral Dentistry— DDS, Yr 2		Doctorate	3	Required	130
DHYG 322: Community Oral Health—DH, Yr 2		Bachelor's	3	Required	31
DHYG 323: Care and		Bachelor's	2	Required	28

Management of the Special Patient—DH, Yr 1					
DHYG 414: Educational Program Development—DH, Yr 2		Bachelor's	2	Required	35
DHYG 425: Issues in Health Care Delivery—DH, Yr 2		Bachelor's	2	Required	29
DHYG 321: Prevention and Control of Oral Diseases—DH, Yr 1		Bachelor's	5	Required	31
DHYG 411: Advanced Clinical Practice I—DH, Yr 2 (Fall)		Bachelor's	5	Required	31
DHYG 421: Advanced Clinical Practice II—DH, Yr 2 (Spring)		Bachelor's	5	Required	31

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 411/421, Advanced Clinical Practice I and II (DH Course Fall and Spring Semesters)

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) <i>See Below Chart for Course Objectives</i>	Degree Level	Graded or Ungraded ?	# of Credits/ Hours	Required or Elective?	# of Student Completions
CSLX 548: Community Service Learning—DDS, Yr 4	Doctorate	Graded	6	Required	125
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	129
PEDS 538: Pediatric Dentistry—DDS, Yr 3	Doctorate	Graded	6	Required	129
PEDS 548: Pediatric Dentistry—DDS, Yr 4	Doctorate	Graded	6	Required	125
DSCP 538: Oral Medicine and Diagnostic Sciences—DDS, Yr 3	Doctorate	Graded	5	Required	129
DSCP 548: Oral Medicine and Diagnostic Sciences—DDS, Yr 4	Doctorate	Graded	3	Required	125
DSCP 551: Geriatrics/Special Patient Care Clerkship I—DDS, Yr 4	Doctorate	Graded	10	Elective	5
DSCP 552: Geriatrics/Special Patient Care Clerkship II—DDS, Yr 4	Doctorate	Graded	10	Elective	5

DHYG 321: Prevention and Control of Oral Diseases—DH, Yr 1	Bachelor's	Graded	5	Required	31
DHYG 411: Advanced Clinical Practice I—DH, Yr 2 (Fall)	Bachelor's	Graded	5	Required	31
DHYG 421: Advanced Clinical Practice II— DH, Yr 2 (Spring)	Bachelor's	Graded	5	Required	31

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, and there is a second three-week experience at the University of Maryland, Baltimore Dental School in Perryville.

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 in foreign countries. Because of logistics, service learning experiences in foreign countries is 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 such as Vietnam Operation Smile, Mexico, and the Honduras.

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 populations. 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: Comprehensive Care Clinics (CCPM 538, CCPM 548, DHYG 411, DHYG 421)

The University of Maryland, Baltimore Dental School 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. PEDS 538. Pediatric Dentistry III (DDS Course)

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

4. PEDS 548. Pediatric Dentistry IV (DDS Course)

The required block assignments identified in PEDS 538 continue in year four.

5. DSCP 538. Oral Medicine and Diagnostic Sciences (DDS Course)

Students in year three 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.

6. DSCP 548. Oral Medicine and Diagnostic Sciences (DDS Course)

Students in year four continue required block rotations identified in DSCP 538.

7. DSCP 551. Geriatrics/Special Patient Care 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.

8. DSCP 552. Geriatrics/Special Patient Care Clerkship II (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.

9. 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 Community Service Award ¹	Doctorate	Elective	20
The Dean's Outstanding Community Service Award ²	Doctorate	Elective	7

¹The Dean's Community Service Award recognizes students who have demonstrated their commitment to bettering the community.

² 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?

Changes in knowledge

Changes in attitudes

4a) If change is being measured, which methods were used to assess such changes?

Survey

Essays

Other methods – Required readings on social issues, designed to spur dialogue, held in round-table discussion format. Students and faculty members discuss their thoughts, experiences, and attitudes related to cultural competence.

4b) If change is being measured, how often do such assessments occur during the course or clinical experience?

At the Beginning and Conclusion of Course or Learning Experience

4c) If change is being measured, 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 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 throughout 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.

The reflective essays, in which students reflect upon their experiences during the Community Service Learning course at Perryville, 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) 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. Sealant Saturday - Volunteer community outreach event, in which Dental School student volunteers provide free sealant treatments for children in the Perryville community.	Annual	Children	Voluntary
2. Levindale (DDS Yr 3 rotation) - The rotation, combining didactic and clinical interprofessional training experiences, focuses on dementia care in the Baltimore community.	On-going	Elderly	130
3. College Park clinic – This treatment center, located in College Park, MD, provides a full range of vital dental services to individuals from the local communities in Prince Georges and Montgomery Counties. A number of the patients treated in the clinic lack easy access to affordable dental care.	On-going	All ages	Voluntary
4. Special Olympics/Special Smiles – Student volunteers performed complimentary dental screenings, offered oral hygiene instructions,	On-going	Athletes	Voluntary

applied fluoride varnish, produced custom mouth guards and distributed oral hygiene supplies.			
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**2013 REPORT – INSTITUTIONS OF HIGHER EDUCATION:
CULTURAL COMPETENCY TRAINING AND
OTHER HEALTH DISPARITIES REDUCTION ACTIVITIES**

University of Maryland, Baltimore

Discipline: Pharmacy

Degree Offered: Doctorate

1) Since the 2012 report, has your health profession training program incorporated any new strategies for instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

While the University of Maryland, Baltimore School of Pharmacy (SOP) has not implemented new strategies for instruction on cultural sensitivity cultural competency, health literacy and health disparities, the school continues to successfully produce culturally competent and health literate PharmD graduates, as those concepts are part of the School's very essence. The SOP's five core values continue to 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 also continues to recognize 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 (Fall 2013)	87 faculty	
Female	20	32%	Female	46	53%
Non-Caucasian	8	12%	Non-Caucasian	28	32%

Diversity of School of Pharmacy employees is notable as well: of the 417 current (Fall 2013) full- and part-time employees, 240 or 58% are female and 171 or 41% report non-Caucasian ethnicity.

The SOP continues to focus 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 2013 semester, PharmD student enrollment was 59% minorities, compared to 40% overall among the professional practice doctoral students on the UMB campus. PharmD students are number more than 64% female, compared to 59% of all professional practice doctoral students at UMB.

The SOP also maintains adherence to its eight General Abilities for a well-educated pharmacist by engaging students in activities that foster continued development of these abilities throughout their coursework. Three of the eight General Abilities address concepts of cultural sensitivity, cultural competency, health literacy, and health disparities through: (1) social awareness/social responsibility, (2) social interaction and citizenship, and (3) 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
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 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. <i>(knowledge and skill-building)</i>	Doctorate	2	Required	160
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. <i>(knowledge)</i>	Doctorate	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	Doctorate	1	Required	160

	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. <i>(knowledge and skill-building)</i>				
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 <i>(knowledge and skill-building)</i>	Doctorate	variable	Electives	variable

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: <i>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.</i>	Doctorate	Graded	1 credit (40 hours)	Required	160
APPE453 - Community Pharmacy Practice: During this advanced pharmacy practice experience, students are assessed on the following outcomes: <i>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.</i>	Doctorate	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: <i>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.</i>	Doctorate	Graded	5 credits (200 hours)	Required	160
APPC 456-488 - Advanced Practice Patient Care Electives : During each of these advanced pharmacy practice experiences, students are assessed on the following outcomes: <i>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.</i>	Doctorate	Graded	5 credits each (200 hours each)	One required; more if selected	160

C. Other Student-Centered Academic Activities (please describe)	Degree Level	Required or Elective?	# of Student 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 	Doctorate	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.	Doctorate	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.	Doctorate	Elective	25+
Community outreach and involvement, 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.	Doctorate	Elective	40

3) Are the following changes in student cultural competency measured?

Changes in knowledge
Changes in skills

4a) If change is being measured, which methods were used to assess such changes?

Surveys – Including multiple choice questions
Essays

Written Skill Exams – Including practical examinations, Objective Structured Clinical Examinations (OSCEs), and Teaching OSCEs (TOSCEs) for formative feedback

Other Methods – Including presentations, debates, and other reflective activities

Additionally, 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) If change is being measured, how often do such assessments occur during the course or clinical experience?

Other Frequency - TOSCEs and OSCEs are given once each semester throughout the curriculum, and other assessments (including surveys, essays, presentations, and debates) are given periodically throughout the semester as the course managers determine to be appropriate.

4c) If change is being measured, 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 2013, 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=310), while 99% of graduating (P4) students agreed (n=135). This compares to 99% agreement among graduating students at 60 schools of pharmacy schools at public institutions (n=4682).

5) 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. Faculty Research - Franciose Pradel, PhD and Robert Beardsley, RPh, PhD , are responsible for evaluating and tweaking the set of instructions that come with anthrax kits for its ease of use and understandability. They also conduct focus groups with people of varying literacy levels to gauge their ability to understand and implement the instructions. The research is in conjunction with the FDA and the CNBL Clinical Pharmacology Center, Inc.	On-going		
Susan dosReis, BSP Pharm, PhD , continues to do work surveying parents on their preferences for how their children with emotional and behavioral issues are cared for by the medical community. This work also includes 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.	On-going		
Eberechukwu Onukwugha, MS, PhD , studies the decision-making			

Health Disparities-Reduction Activities (Please provide title, description of event, and intended outcome.)	Date	Target Audience	# of Participants
process patients and providers use in determining treatment options, medication use, screenings, doctor's visits, etc. She looks at disparities in this process and is also looking at men with prostate cancer and the disparities that exist in being diagnosed and receiving treatment.	On-going		
Fadia Shaya, PhD, MPH leads the Maryland Men's Cardiovascular Program, which utilizes social networks (direct contact amongst peers) to help improve the health of African-Americans with cardiovascular disease. She also did an MVP Jr. program using the same approach, but focused on obesity.	On-going		
C. Daniel Mullins, PhD , a professor in the Department of Pharmaceutical Health Services Research, on receiving the University System of Maryland's Wilson H. Elkins Professorship for 2013-2014. The Elkins Professorship supports professors and researchers within the University System of Maryland who demonstrate an exemplary ability to inspire students and whose professional work and scholarly endeavors make a positive impact in the community. Dr. Mullins has been at the School for nearly two decades and has made an impact on the lives of thousands of students and countless members of the community through his work in comparative effectiveness research (CER). He has advanced methods development for CER and gained national attention and recognition for his work to ensure that CER reflects the diversity of patients in America, including minorities and patients with physical and cognitive impairments. Please join me in congratulating him on this prestigious recognition.	2013		
Magaly Rodriguez de Bittner, PharmD , professor and chair of the Department of Pharmacy Practice and Science, has been selected by the University as its 2013-14 Entrepreneur of the Year for her work to establish the Center for Innovative Pharmacy Solutions (CIPS), which has become a national resource center in developing innovative patient care and business solutions to health problems. Housed within the Center is the award-winning Maryland P3 (Patients, Pharmacists, Partnerships) Program, a pharmacist-delivered chronic disease management program. Seven years after its inception, the Maryland P3 Program has gone national, with its innovative model of care now implemented at worksites in Maryland, Georgia, Texas, Virginia, Louisiana, and California. Its unique patient care approach and emphasis on continuity of care have repeatedly demonstrated improvements in clinical and economic outcomes, with one employer who participates in the program reporting improved employee productivity and decreased rates of absenteeism that amounted to a total savings of \$919,768, including \$475,338 – or \$1,047 per person – in indirect savings due to improved productivity.	2013		
2. Service – Sandeep Devabhakthuni, PharmD, BCPS serves on the Society of Critical Care Medicine's patient safety committee where they are working on developing guidelines for safe medication use.	On-going		
3. Outreach – Script Your Future Baltimore Presents Motivational Interviewing CE Course: Join Script Your Future Baltimore for a morning of motivational			

Health Disparities-Reduction Activities (Please provide title, description of event, and intended outcome.)	Date	Target Audience	# of Participants
interviewing education on Nov. 12, 8:30-11 a.m. at the Montgomery Park Conference Center on Washington Blvd. in Baltimore. The event is free and designed to bring together health care professionals for education, networking, and thoughtful discussion about medication adherence. Attending pharmacists can earn 1.5 continuing education credits.	Nov. 12, 2013		
The School of Pharmacy was crawling with ghosts, ghouls, and other spectacular spooks as our student pharmacists welcomed more than 20 local third and fifth grade students from George Washington Elementary School to our annual Healthy Halloween celebration. Hosted by the American Pharmacists Association Academy of Student Pharmacists' (APhA-ASP) Operation Diabetes, Healthy Halloween helps raise awareness about diabetes and measures that children and their parents and guardians can take to prevent this chronic disease. Students use posters and activities related to diabetes education, nutrition, exercise, and general health, and a haunted house. Nearly one dozen student organizations contributed to this year's Healthy Halloween – Kappa Psi, Phi Lambda Sigma Leadership Society, Rho Chi Society, Pediatric Pharmacy Advocacy Group, APhA-ASP's Maryland Regional Operations, College of Psychiatric and Neurologic Pharmacists, APhA-ASP's Operation Self-Care, Students Promoting Awareness, APhA-ASP's International Pharmaceutical Students Federation, and A Bridge to Academic Excellence.	Oct. 29, 2013		
The School of Pharmacy is a co-sponsor of the University's Celebrating Maryland Disability History and National Disability Employment Awareness Month events.	October 2013		
The theme of this year's SOP Holiday Card is "Paying it Forward." It will feature School of Pharmacy faculty, staff, and students who are "paying it forward" through their work or their community service.	December 2013		

**2013 REPORT – INSTITUTIONS OF HIGHER EDUCATION:
CULTURAL COMPETENCY TRAINING AND
OTHER HEALTH DISPARITIES REDUCTION ACTIVITIES**

University of Maryland, Baltimore

Discipline: Medicine

Degree Offered: Doctorate

1) Since the 2012 report, has your health profession training program incorporated any new strategies for instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

The School of Medicine continues to value and appreciate the importance of these topics, emphasizing cultural competency as one aspect of professionalism throughout students' coursework and experiences as a healthcare professional. However, we have not incorporated any new strategies in the past year.

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 Hours plus community project of at least 15 hours	Required	320 (Years I and II have roughly 160 students each)
Medical Spanish	Year I & II Course provides an opportunity for students to enhance their Spanish language skills, learn medical terminology in Spanish, work in Spanish-speaking communities, and learn about the various cultures.	Doctorate	40 Hours over 4 terms Plus 80 hours over 4 terms of practical experience	Elective	16
Neuroscience	Year I Course includes a module of lectures and	Doctorate	116 hours	Required	160

	clinical correlations that emphasize communication strategies, socioeconomic, quality care, and patient respect.				
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

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: Integrative Medicine, 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	Doctorate	Graded	160 hours	Elective	17

clinical experience in CAM therapies. Students improve their ability to communicate with patients, colleagues, and practitioners about CAM therapies.					
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	2
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
PSYH 546: PACT Team - Students spend five days a week with the University of Maryland's Program of Assertive Community Treatment, a mobile, intensive psychiatric outreach program serving persons with severe and chronic psychiatric illnesses whose needs have not been met in traditional mental health settings. The program is staffed by three attendings as well as residents and fellows. Students will have closely supervised clinical experience in field and home as well as office settings.	Doctorate	Graded	160 hours	Elective	7
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.	Doctorate	Graded	n/a	Required	160
PCT 547: Primary Care Track - The University of Maryland School of Medicine started a new Primary Care Track in August 2012 for incoming first year medical students as a collaborative program of the departments of Family and Community Medicine, Internal Medicine, and Pediatrics. With the recently awarded five year grant from the Health Resources and Services Administration (HRSA), lead investigator Dr. Richard Colgan (Family Medicine), and co-	Doctorate	Graded	160	Elective	39

investigators Drs. Linda Lewin (Pediatrics) and Nikkita Southall (Internal Medicine) put together an ambitious academic program which introduces all students to primary care role models early in medical school, and to offer a longitudinal experience in primary care in rural and urban underserved communities to interested students, with the intention of increasing the number of UMD medical students who choose primary care careers in these communities.					
PSYH 548: CAPP - The Combined Accelerated Program in Psychiatry elective track has become nationally visible for its success in engaging students in psychiatry through an advanced four-year curriculum that begins in the first year. The track provides an unfolding progression of combined small group seminars and clinical experiences in the behavioral sciences and clinical psychiatry.	Doctorate	Graded	300	Elective	20

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?

Changes in knowledge
 Changes in skills
 Changes in attitudes

4a) If change is being measured, which methods were used to assess such changes?

Surveys
 Essays
 Written Skill Exams

Clinical Practice Simulations

4b) If change is being measured, how often do such assessments occur during the course or clinical experience?

Daily

At Conclusion of Course or Learning Experience

4c) If change is being measured, 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 the most recent LCME Graduation Questionnaire for the 12-13 academic year:

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	2009	1.6 %	3.9 %	16.3 %	48.1 %	30.2%	4.0	129
Maryland	2010	1.4	3.5	15.5	60.6	19.0	3.9	142
Maryland	2011	0.0	5.9	15.8	64.4	13.9	3.9	101
Maryland	2012	0.0	3.0	15.8	49.5	31.7	4.1	101
Maryland	2013	0.8	5.9	11.8	59.7	21.8	4.0	119
All Schools	2013	1.0	3.7	17.3	56.4	21.6	3.9	13,188
The diversity within my medical school class enhanced my training and skills to work with individuals from different backgrounds.								
Maryland	2009	1.6	7.8	21.5	38.0	30.2	3.9	129
Maryland	2010	3.5	4.9	16.8	48.3	26.6	3.9	143
Maryland	2011	1.0	5.0	15.8	61.4	16.8	3.9	101
Maryland	2012	1.0	5.0	17.8	42.6	33.7	4.0	101
Maryland	2013	1.7	6.7	18.5	48.7	24.4	3.9	119
All Schools	2013	3.1	8.9	20.7	44.9	22.4	3.7	13,188

5) 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. 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. 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	Ongoing	Current and future health professionals	Unlimited

elimination of treatment disparities. http://medschool.umaryland.edu/minorityhealth.asp			
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**2013 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 Offered: Doctorate

1) Since the 2012 report, has your health profession training program incorporated any new strategies for instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

The 2012 report referred to the curricular threads that are the foundation for the development of professional skills in doctor of physical therapy students. It was indicated that Cultural Competency has been one of these threads for several years.

In 2013, our Curriculum Coordinating Committee undertook a review of the curricular threads and in so doing examined the entire curriculum for evidence of the threads in each course. Along with other revisions, the Committee refocused the cultural competency thread to include references to individual differences, diversity and health literacy.

The program continues to base frameworks for teaching cultural competence on the models of the American Physical Therapy Association, the Association of Schools of Public Health, and the work of Campinha-Bacote (1998) and Purnell (2008). These models are used primarily because of their approach to educating students by starting with cultural sensitivity concepts and self-awareness as a basis for cultural competence.

This year the Musculoskeletal I course leader initiated the use of the Implicit Association Test (*Project Implicit*, Greenwald, Banaji, Nosek, 2001, 1998). This test is designed to assist students in identifying areas of thoughts and feelings that occur outside of conscious awareness or control. It is a self-assessment activity—students were asked to take the test and reflect on areas shown by the test to be implicit biases. The professor required the test and a reflective paper; but the activity was graded Pass/Fail. Students could choose their level of disclosure. The desired outcome of this activity is to increase self-awareness and create avenues for identification and exploration of personal attitudes.

During this year, faculty and students have had greater involvement in the initiatives of the University to engage inter-professional education. These experiences have increased the student's exposure to diverse patient populations and learning settings, relevant public health issues, and the impact of health disparities.

As healthcare delivery models are undergoing change, our students are receiving preparation for clinical internships with a view to effective healthcare that incorporates professionalism, cultural sensitivity and competence. The experience that students receive in clinical internships gives them the opportunity, under the preceptorship of their clinical instructor, to bring together the education they have had in cultural understanding with the real demands of patient care.

Because we recognize the importance of students learning from each other, the program seeks to admit a diverse student cohort each year. This objective is not only focused on ethnic/racial diversity, but also on other differences that expose students to diverse perspectives, such as age, educational emphasis, and geographical background.

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
Basic Sciences I	<i>Content Focus:</i> Increasing knowledge and skill building; <i>Relevant Course Emphasis:</i> Ethical/cultural issues as related to cadavers and dignity; Demonstration of alternative techniques for palpating areas that may be viewed as sensitive in different cultures/genders; Reinforcement of draping/modesty principles in general and specifically for diverse cultural beliefs/practices (All course descriptions/objectives are provided at the end of this document)	Doctorate	9	Required	56
Professional Issues I	<i>Content Focus:</i> Increasing knowledge and skill building; <i>Relevant Course Emphasis:</i> Lectures/discussions about diverse culture and patient differences/ Self-discovery through development of Personal Statement and Professional Portfolio; Information on sexual harassment and related topics	Doctorate	3	Required	56
Basic Sciences II	<i>Content Focus:</i> Increasing knowledge and skill building; <i>Relevant Course Emphasis:</i> Case studies include representation of various cultures/SES/physical condition; Prevalence of illness/disease/disorders related to gender, ethnicity and SES; Health disparity data in content related to pathologies and major public health concerns; Emphasis on PT as a health educator and skills necessary to perform this role with diverse populations	Doctorate	15	Required	56
Basic Sciences III	<i>Content Focus:</i> Increasing knowledge and skill building; <i>Relevant Course Emphasis:</i> Gender/culture specific incidence of pathology; Evaluation and treatment techniques specific to meet needs related to patient differences in regard to culture/gender	Doctorate	12	Required	63
Professional Issues II	<i>Content Focus:</i> Increasing knowledge and skill building; <i>Relevant Course Emphasis:</i> Solving ethical/cultural dilemmas within patient cases/clinical scenarios; Reflections on disability awareness activities; Interdisciplinary team panel presentations/discussions; Team building activities on discussion board	Doctorate	2	Required	61

Medical Issues I	<i>Content Focus:</i> Increasing knowledge and skill building; <i>Relevant Course Emphasis:</i> Modifying approaches based on language barriers and/or cultural beliefs; Epidemiologic trends in disease manifestation; Cases with variable SES, language abilities and cultural beliefs	Doctorate	6	Required	61
Medical Issues II	<i>Content Focus:</i> Increasing knowledge and skill building; <i>Relevant Course Emphasis:</i> Issues that present in rural health/underserved populations; Integumentary findings among varied ethnicities; Socioeconomic impact on injury occurrence and prosthetic obtainment; Community experience with diverse patient populations related to ethnicity, SES, level of health literacy during delivery of physical therapy services to underserved populations module in course	Doctorate	6	Required	61
Musculoskeletal I	<i>Content Focus:</i> Increasing knowledge and skill building; <i>Relevant Course Emphasis:</i> Varied cases to include issues related to macro/micro cultural issues, SES, varied beliefs and expectations; Video/discussion on implementation of culturally competent care; PICO background search; Labs with individual differences (vision/hearing); Basic discussion of informed choice v. informed consent to emphasize guidance of the patient to foster patient autonomy	Doctorate	7	Required	61
Musculoskeletal II	<i>Content Focus:</i> Increasing knowledge and skill building; <i>Relevant Course Emphasis:</i> Varied cases to include issues related to micro/macro cultural issues; SES situations; varied beliefs and expectations; Basic discussion of informed choice v. informed consent to emphasize guidance of the patient to foster patient autonomy, which expand on content in companion course, Musculoskeletal I	Doctorate	7	Required	61
Neuromuscular I	<i>Course Focus:</i> Increasing knowledge and skill building; <i>Relevant Course Emphasis:</i> Lab sessions with real and simulated patient cases that include issues related to culture, SES, varied beliefs; Focus on impact on patient evaluation, intervention and outcomes in management of the patient with neurological pathology; Additional issues include access to resources and obtaining health care services	Doctorate	7	Required	61

Neuromuscular II	<i>Content Focus:</i> Increasing knowledge and skill building; <i>Relevant Course Emphasis:</i> Varied cases in labs, course assignments and with patient volunteers include exposure to different cultures, socio-economic status, psychosocial issues and beliefs	Doctorate	7	Required	61
Professional Issues III	<i>Content Focus:</i> Increasing knowledge and skill building; <i>Relevant Course Emphasis:</i> Development of program or new business plan with cultural diversity sensitivity related to client services	Doctorate	4	Required	61
Clinical Qualifying Measures	<i>Content Focus:</i> Increasing knowledge and skill building; <i>Relevant Course Emphasis:</i> Diversity issues incorporated in simulated patient encounter script and in student interaction with simulated patient	Doctorate	1	Required	61

Additional 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 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
Part-time Affiliation I - In Part-time Affiliations students are prepared for and interact with patient populations that require cultural sensitivity/competence; students may elect to perform a Professional Practice Opportunity, which is in an area of their interest and may increase their opportunity to work with diverse populations	Doctorate	Graded	1	Required	54
Part-time Affiliation II - Description as above; students are expected to have an increasingly proficient skill level during the second affiliation; students again have opportunity to choose a Professional Practice Opportunity	Doctorate	Graded	1	Required	54
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	10	Required	58
Clinical Internship II - Description as above; however, skill of students is expected to be progressive throughout each clinical internship	Doctorate	Graded	10	Required	58
Clinical Internship III - Description as above; In this final clinical internship students are expected to be assessed by their clinical instructor to be at entry-level skill for assuming responsibilities as a practicing clinician	Doctorate	Graded	10	Required	58
Global Initiatives Project Participating students travel to low-resourced countries with faculty member for supervised short-duration internships; this year students	Doctorate	Graded	1	Elective	3

participated in projects in Suriname and Malawi					
Underserved Populations Module in Medical Issues II course - Description of course was given previously; this module is included here due to its field work component; Students engage in educational modules to prepare them for this experience with the medically indigent, homeless, and underserved; this preparation is followed by field work in community settings	Doctorate	Graded	NA	Required	

C. Other Student-Centered Academic Activities (please describe)	Degree Level	Required or Elective?	# of Student Participants
Service Learning Center - Students may volunteer to participate in this faculty-sponsored and supervised clinic that serves the uninsured/underinsured in the Baltimore community	Doctorate	Elective	18
Anatomical Donor Memorial Service - Ten students attended Anatomical Donor Memorial Service at Springfield Hospital Center in the annual service that commemorates donors to medical education and research; 57 students observed a moment of silence in lab on the day/time Memorial Service was held	Doctorate	Elective	67
Special Olympics Summer Games at Towson University - Students participate as volunteers and observers during the Special Olympics annual event	Doctorate	Elective	18

3) Are the following changes in student cultural competency measured?

Changes in knowledge
Changes in skills
Changes in attitudes

4a) If change is being measured, which methods were used to assess such changes?

Surveys
Written Skill Exams
Clinical Practice Simulations
Other Methods (reflective papers)

4b) If change is being measured, how often do such assessments occur during the course or clinical experience?

At Conclusion of Course or Learning Experience

4c) If change is being measured, 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.

Student perception of course content that is designed to increase cultural competence is measured at the end of each course. This assessment is done with course evaluations that ask students to identify whether the curricular thread of cultural competence was evident or not evident throughout the semester.

Last year, greater than 70% of students in most courses identified that the curricular thread of cultural competence was *evident*. This year an average of approximately 83% of students in all courses identified that the thread of cultural competence was *evident*. This statistic represents an intentional emphasis on cultural competence and its importance for developing clinicians.

While cultural competency change is not measured in the Medical Issues II Underserved Module, students are observed in their interactions with patients by faculty. With each encounter students can receive immediate feedback from faculty regarding their establishment of rapport, use of language and ability to provide appropriate health education to the patient. This year faculty reported that, generally, student skills were at a level commensurate with their educational level.

Students participate in three 10 week full-time clinical internships that are each graded at mid-term and again at the end of the internship. The assessment tool is the standardized *Clinical Performance Instrument* (CPI), which is used among physical therapy students across the nation. The student's ability to demonstrate cultural sensitivity is graded on a scale that assesses *entry-level practitioner* skill, which is required for the student to pass the internship. This year, as was also the case last year, no student failed Clinical Internships due to a low assessment of their cultural competence assessment on the CPI.

Students who participated in the Global Initiatives Project were given the opportunity to provide subjective feedback about the experiences they had in Suriname and Malawi. The reflective feedback they provided was positive and supports the purpose of program—to add educational depth and breadth through exposure to diverse peoples and cultures.

5) 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. UMB Campus Wellness Fair - Students provide health screening opportunities for adult volunteers at the UMB Campus Wellness Fair, including blood pressure readings, posture analysis, and muscle extensibility. The objective is to provide insight and experience in health education	3/27/13	Community dwelling adults	104 volunteer participants received > 300 health screening activities
2. CommUnity Fest (Lexington Market, Baltimore, MD) - Students provide health screening opportunities for adult volunteers at the CommUnity Fest. These health screens include: blood pressure readings, posture analysis, and muscle extensibility. The intended outcome is development of a community service orientation. exposure to patients from diverse populations and experience with health education to increase health literacy	9/21/13	Community dwelling adults	40 volunteer participants received > 70 health screening activities
3. Presentation of "Experts in Arthritis Program" to educate about types and management of arthritis in diverse and underrepresented adult populations	5/21/13	Older adults in racially-diverse neighborhood Fleming Senior	20

		Center, Baltimore, MD	
4. Aristizabal A, Kalil ET, Reicherter EA, Morgan H, Spencer C. The impact on functional mobility and quality of life during end-of-life care for a patient with oropharyngeal carcinoma: a case report. Subject was a Nigerian male	1/19/13	Platform presentation at the Combined Sections Meeting of the American Physical Therapy Association, San Diego, CA	40
5. Taylor T, Reicherter EA. Effect of an educational module on African-American churchgoers' knowledge of the role of physical therapists and personal trainers as health promotion professionals. April 4, 2013	4/4/13	Poster presentation. Public Health Research @ Maryland 2013 Conference, University of Maryland, College Park, (Researchers, Faculty, and students in Medicine, Public Health)	25
6. Member of Collegium of Scholars (Center for Health Disparities-University of Maryland School of Public Health), Reicherter	Fall 2013	Participate with other faculty, researchers, and students to promote Health Disparities Research	30

**2013 REPORT – INSTITUTIONS OF HIGHER EDUCATION:
CULTURAL COMPETENCY TRAINING AND
OTHER HEALTH DISPARITIES REDUCTION ACTIVITIES**

University of Maryland, Baltimore

Discipline: Public Health

Degree Offered: Master's

1) Since the 2012 report, has your health profession training program incorporated any new strategies for instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

Since the 2012 report, the Master of Public Health (MPH) Program has been engaged in a year of self-study culminating in our application for reaccreditation by the Council on Education for Public Health. We have updated our mission, values, goals and objectives during this process.

Addressing health disparities remains at the core of our mission and values. Our new mission is to promote and protect the health and well-being of the diverse communities throughout Maryland, the nation and the world through interdisciplinary education, research, practice, leadership and public policy. The new values are: Excellence, Respect, Leadership, Social justice, Diversity and inclusion, Health equity, Lifelong learning, Discovery, Interdisciplinary collaboration, Community engagement and service, Social and public health responsibility and ethics. These values are operationalized in our teaching, research and service.

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 and values of the program. Then, from 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.

Following are the MPH Program competencies that relate specifically to CC/HL/HD content:

- Describe the roles of history, power, privilege, and structural inequality in producing health disparities.
- Cite examples of situations where consideration of culture-specific needs resulted in a more effective modification or adaptation of a health intervention.
- Explain how professional ethics and practices relate to equity and accountability in diverse community settings.
- Use the basic concepts, skills, and methods involved in culturally appropriate community engagement and empowerment in diverse communities.
- Examine the impact of gender inequality, and the disparities in health, education and nutrition on health outcomes.

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	<p><u>Description:</u> 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 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. Analyze their applicability to diverse populations and different types of health behavior problems, including interactions among biology, behavior, and environment -Present evidence-based models of clinical 	MPH	3	Required of all MPH students	22

	<p>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><u>Description:</u> 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 rights. 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 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> <p>-List issues involved with research involving vulnerable populations.</p> <p>-Explain the underlying basis of health care disparities.</p> <p>-Describe how various types of justice issues are manifest in public health.</p>	MPH	2	Required of all MPH students	21

	<p>-Explain how public health can be informed by a concept of social justice.</p> <p>-Describe issues regarding justice in the health care setting.</p>				
Community-based Participatory Research	<p><u>Description:</u> 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 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> <p>-Apply strategies for developing community partnerships for the planning, implementation, and evaluation of CBPR interventions.</p> <p>-Understand issues of sustainability, and ways to engage community partners to accomplish this.</p> <p>-Apply ethical principles of social justice to CBPR program planning, implementation, evaluation, and advocacy.</p>	MPH	3	Required of MPH-CPH students	14
Program Planning and Evaluation	<p><u>Description:</u></p> <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>	MPH	3	Required of MPH-CPH students	16

	<p>-Apply principles of effective planning, implementation and evaluation to the design of a successful community-focused health program; i.e., needs assessment, community 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> 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> <p><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.</p>	MPH	3	Required of MPH-GH students	5
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	MPH	Varied	Elective	Varied

	Public Health” and “Society, Health, and Social Justice”.				
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Note:

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 contexts.” Examples of capstone projects for which health disparities, health literacy and/or cultural competency were central foci include: “Exploratory Assessment of the Beliefs of MD’s Muslims Regarding their Health Needs and Barriers to Access”; “Healthy Eating for Life: A Nutrition Education Program for Low-Income Seniors in Baltimore City”; and “A Process Evaluation at Model Cities Senior Wellness Center of Washington D.C.”	MPH	Graded	6 credit hours	Required	18

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?

Changes in knowledge

Changes in skills

4a) If change is being measured, which methods were used to assess such changes?

Essays

Other Methods (proposals, final reports, oral presentations, knowledge exams)

4b) If change is being measured, how often do such assessments occur during the course or clinical experience?

Other Frequency (varies by course)

4c) If change is being measured, 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 members use those assessments to identify areas for improvement and work with students to identify ways to ameliorate deficiencies.

5) 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
President's Outreach Council. Presentation to Academy for College and Career Exploration, Baltimore City. 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.	November 28, 2012	High school students	~50
President's Outreach Council. Visit with 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.	January 24, 2013	Middle school students and their parents	~25
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 2-4, 2013	Medical Center Staff and Visitors	~50
UMB President's Fitness Challenge Summer Camp on-campus at UMB. The intended outcomes were healthy eating and physical activity among students from populations experiencing health disparities.	July 10, 2013	Elementary and middle school students	~20
Improving Access to Mental Health Care for Low-Income, Inner-City Pregnant and Post-Partum Women. Faculty research project.	February 2013-present	Inner-city pregnant and post-partum women	Ongoing
African Women's Cancer Awareness Association Family Health History Project. Faculty research project to design, implement and evaluate an intervention to increase the sharing of family health histories among West African immigrant women.	May 2013-present	African immigrant women	Ongoing

**2013 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) Since the 2012 report, has your health profession training program incorporated any new strategies for instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

The program's offerings have not changed significantly since last year. The important work we do is 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 - Health Care Administration and Evaluation	This course examines the underlying foundations of health policy and explores the political factors behind the health system. Topics include: municipal, state, national, and international	Master's and Doctorate	3	Required	15-22 students each fall and summer semesters

	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.				
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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
N/A					

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?

Changes in knowledge

4a) If change is being measured, which methods were used to assess such changes?

Other Methods (end of semester exam)

4b) If change is being measured, how often do such assessments occur during the course or clinical experience?

At Conclusion of Course or Learning Experience

4c) If change is being measured, 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 the concept of social and economic disparities as it relates to the older adult.

5) 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. N/A			

**2013 REPORT – INSTITUTIONS OF HIGHER EDUCATION:
CULTURAL COMPETENCY TRAINING AND
OTHER HEALTH DISPARITIES REDUCTION ACTIVITIES**

University of Maryland, Baltimore

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

Degree Offered: Master's

1) Since the 2012 report, has your health profession training program incorporated any new strategies for instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

In the last year, we entered into a partnership with the Center for Health Equity at the University of Maryland, College Park. We are currently in the finalization stages of this agreement. As a part of this agreement, the Master's in Genetic Counseling (MGC) students will all be required to volunteer a specific number of hours per semester at community health fairs to raise awareness about the implications of genetic family health. The health fairs are targeted to lower income and low literacy groups in historically Black, Latino and immigrant communities. The faculty at the Center for Health Equity have agreed to come to the MGC program several times each year and provide lectures and workshops on strategies for working being culturally sensitive, culturally competent, demonstrating health literacy and minimizing health disparities.

Additionally, this year, all of our 2nd year MGC students are completing a course in Health Disparities through the UMB School of Social Work.

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	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. 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	Master's	2	Required	7

	<p>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 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><i>Through this experience students will be able to:</i></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 activities and resources.</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 	Master's	1	Required	13

	<p>tools that may be applied to patients and their families in diverse clinical settings.</p> <p>3. Synthesize and summarize pertinent medical and genetic information in different cultures and populations.</p> <p>4. Demonstrate familiarity with genetic, medical and social science literature and clinical applications.</p>				
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 non-directiveness 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 Competencies:</u></p> <ol style="list-style-type: none"> 1. Understand the genetic counseling profession and the concept of non-directiveness 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 	Master's	2	Required	7

	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 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><i>At the completion of the course, students will be able to:</i></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. 	Master's	2	Required	7
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</p>	Master's	2	Required	6

	<p>analyzed.</p> <p><u>Learning Objectives and Competencies:</u></p> <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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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 hours (1 hour per each standardized patient encounter) 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 described above.	Master's	Ungraded	This credit hour falls under HGEN 615	Required	13
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.	Master's	Pass/Fail	3 credit/se mester = 9 in total	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?

Changes in knowledge
Changes in skills
Changes in attitudes

4a) If change is being measured, which methods were used to assess such changes?

Surveys
Essays
Clinical Practice Simulations
Other Methods - 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) If change is being measured, how often do such assessments occur during the course or clinical experience

At Conclusion of Course or Learning Experience

4c) If change is being measured, 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.

We, as a faculty, assess student awareness and development throughout course-led discussion and journaling.

5) 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. Each MGC student must volunteer at 2-3 activities of their choosing per semester which focuses on health access to under-	Fall and Spring	Baltimore-Washington	12

represented populations.	Semester	DC community members	
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**2013 REPORT – INSTITUTIONS OF HIGHER EDUCATION:
CULTURAL COMPETENCY TRAINING AND
OTHER HEALTH DISPARITIES REDUCTION ACTIVITIES**

University of Maryland, Baltimore

Discipline: Allied Health - Medical and Research Technology (offered through the School of Medicine)

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

1) Since the 2012 report, has your health profession training program incorporated any new strategies for instruction on cultural sensitivity, cultural competency, health literacy, and health disparities?

Since the 2012 report, the Department of Medical and Research Technology (DMRT) has not incorporated any significant new strategies for instruction on cultural sensitivity, cultural competency, health literacy and health disparities due to the limited scope of practice for our graduates with respect to direct patient contact.

While the following items were not previously highlighted in the 2012 Report, they remain important in addressing cultural competency, cultural sensitivity, and health disparities. Firstly, students in the DMRT program receive university mandated diversity training as part of the annual fall and spring student orientation activities. Additionally, a component of the didactic instruction in the undergraduate course MEDT 452 *Clinical Chemistry* requires 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. Lastly, both the undergraduate course MEDT 409 *Laboratory Management* and graduate course MEDT 680 *Laboratory Management* contain 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 medical or research-based laboratory.

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 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, colorectal and lung cancer and coronary disease among ethnically, and socio-economically diverse populations in medically-underserved areas.	Bachelor's	4	Required	31
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	Bachelor's and Certificate	3	Required	21

	research-based laboratory.				
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's	3	Required	16

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
N/A					

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?

No change is currently being measured.

4a) If change is being measured, which methods were used to assess such changes?

Not Applicable (No change is currently being measured).

4b) If change is being measured, how often do such assessments occur during the course or clinical experience?

Not Applicable (No change is currently being measured).

4c) If change is being measured, 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' knowledge of human resources issues related to health disparities and cultural competency are assessed using conventional course quizzes and examinations. Change in perception, i.e., pre- and post-testing are not part of the assessment process.

5) 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.N/A			

**UNIVERSITY OF MARYLAND,
BALTIMORE COUNTY**

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



APRIL 2, 2014

I. The UMBC Diversity Plan and Progress

Throughout 2013, 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, the Center for Women in Technology, the MARC U *STAR scholars program, and the ACTiVATE Entrepreneurship program. These programs and others reflect the substantive commitment to diversity that UMBC continues to fulfill. UMBC is well-known for its recruitment and support of a diverse staff, and is celebrating its fourth consecutive year of recognition in the Chronicle of Higher Education's annual Great Colleges to Work For Survey, which recognized UMBC for diversity in 2013. 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. Plans are underway for a diversity resources webpage. 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 the 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 provide financial support, academic advising and professional development to 41 undergraduate junior and senior underrepresented minorities (URM) this year. A competing continuation proposal is planned for submission in May 2014. 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 332 students have been selected as MARC Trainees, 97% of whom have graduated with STEM Bachelor's degrees, or are still UMBC undergraduates. 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, 70% of MARC alumni entered either a Ph.D. or a combined M.D. /Ph.D. program. To date 67 program alumni have earned a Ph.D. in a field of biomedical science; this includes 14 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 offering support to undergraduate women majoring in engineering and computing through its Scholar and Affiliates Programs. CWIT also collaborates on initiatives and research focused on improving the climate for women in the College of Engineering and Information Technology. CWIT supports the University in its efforts to attract private and public funding.

In fall 2013, CWIT served a total of 66 Scholars in three programs-44 CWIT Scholars, 12 T-SITE (NSF S-STEM funded) and ten Cyber scholars (funded by the Northrop Grumman Foundation). Eighty-eight percent of the CWIT Scholars, 44% of the Cyber Scholars, and 42% of the T-SITE are women. The T-SITE Scholars are also ethnically/racially diverse— 25% are African American and 42% are permanent residents from five different countries. Ninety percent of all CWIT Scholars entering UMBC between 2002 and 2012 (N=132) have either graduated in a COEIT major or are currently enrolled. The average GPA of current CWIT Scholars at the end of the spring 2013 semester was 3.76.

In addition to the 66 Scholars, CWIT provides academic, personal, and professional development support to 140 Affiliates (primarily women; no scholarship support). Affiliates are invited to participate in CWIT community-building events, academic and career programming, service learning activities, and peer mentoring. A total of 339 students (Scholars, Affiliates, and other students) participated in Affiliates events in AY13. This is up from 207 in AY12. In the fall 2013, 25% of all of the new transfer students to COEIT who were women (15 out of 54 women) registered to be an Affiliate. Thirty-five new Affiliates in fall 2013 were matched with an upper class peer mentor; 14 of these were transfer students.

In May of 2013, all 2012 Affiliates, students who attended CWIT events (and were not Scholars) and members of the CWIT Affiliates myUMBC group were invited to complete the CWIT End-of-Year Survey about their experiences. A total of 107 students out of the 267 invited to complete the survey responded (40% response rate). Eighty-one percent of respondents were women and 37% were new freshman and transfer students in the College. Ninety-one percent of all respondents agreed that CWIT was a valuable resource for women in the College. Eighty percent rated their experience as a CWIT Affiliate as Excellent or Good and 80% said that they would recommend the Affiliates Program to new students. Nearly 80% of respondents said that CWIT increased their awareness of the importance of diversity. The same percentage of respondents said that CWIT increased their awareness of the underrepresentation of women in engineering and IT fields.

In addition to the NSF-funded T-SITE Scholars project, CWIT has been involved in two other research projects related to increasing the diversity of students interested in pursuing undergraduate computing degrees. The planning project built relationships among high school teachers, community college and university faculty, and state education administrators to gain support for long-term improvements in high school computing education. A second project, Transforming the First Year Experience of Computing Majors developed, delivered and evaluates a new first-year seminar for computing majors at UMBC that is designed to increase retention, completion, and success among students, especially women and those from underrepresented groups. Data analysis is currently underway for the project and results about the impact of the experimental course on the retention of women and underrepresented minorities in computing majors will be available in the coming year.

3. During the AY 2012-2013 a total of 6 staff and 280 students from the Meyerhoff Scholars Program (with 62% 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 STEM Prep (Texas), Gateways Program

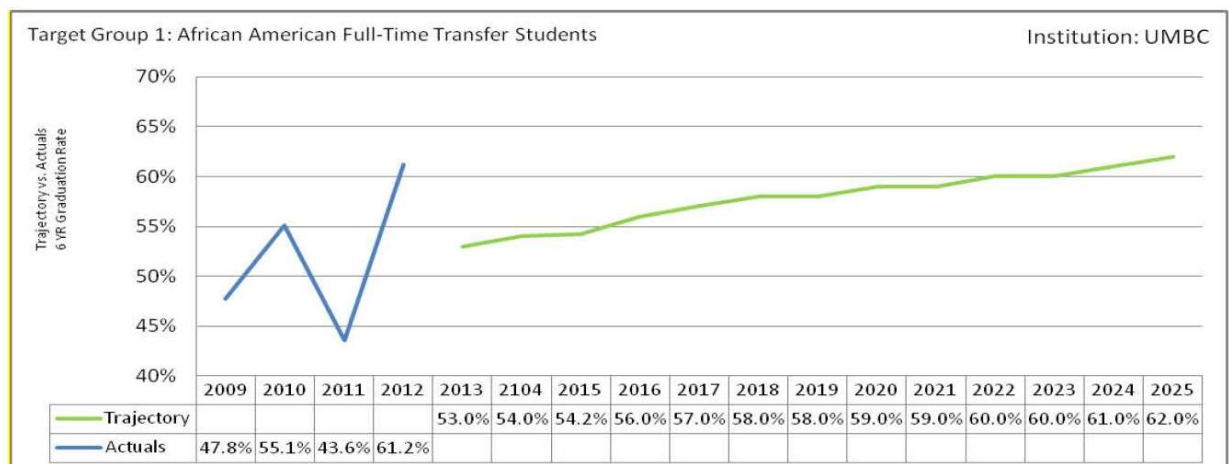
(New York), hundreds of middle and high school students visited UMBC and/or had positive interactions with UMBC Meyerhoff Scholars.

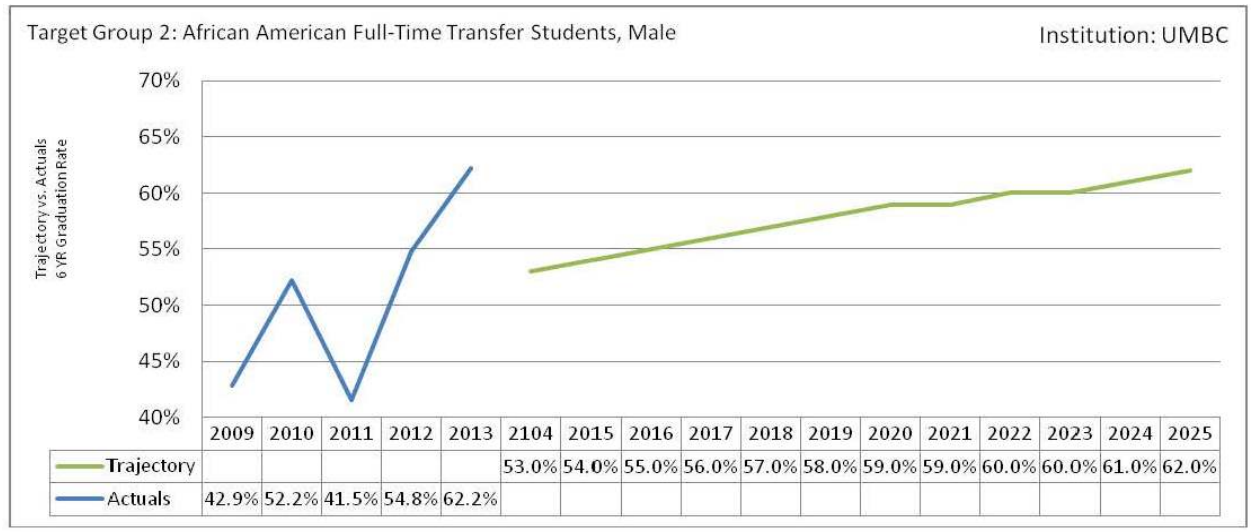
4. The Hispanic/Latino Undergraduate (UG) Admissions Advisory Committee was established in 2008 to assist the Office of Undergraduate Admissions and Orientation in developing strategic partnerships, programs, and outreach efforts to attract and encourage academically talented Hispanic and Latino students 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 Undergraduate Admissions and the Hispanic/Latino Student Union. For example, in Spring 2014, UMBC will host a group of high school students from Howard County that will include members of the Hispanic/Latino Student Union and UMBC's Beta Kappa Chapter of Lambda Theta Alpha Latin Sorority. This visit was a result of another partnership with Howard County Public Schools who hosts a "Hispanic Youth Mini-Symposium." Undergraduate Admissions representatives delivered the college preparation session at the symposium and in 2014 will participate in the "Latin Leaders" segment as well. Overall, for freshmen there has been an increase in Hispanic/Latino applicants from 401 in 2010 to 872 in 2014.

B. *Improved orientation and advising (of transfer students)*

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.

- The most recent seven cohorts (2001 to 2007) of fall transfer students have included between 157 and 201 African American students each year. The graduation rate for these students has varied from 43.6% to 61.2% and the gap between this rate and the graduation rate for White transfer students has varied without trend between 21.3 and 2.6 percentage points, with the smallest gap for the most recent cohort.
- These same seven cohorts of fall transfer students have included between 53 and 67 African American male students. The graduation rate for these students has varied from 41.5% to 62.2% and the gap between this rate and the graduation rate for White male transfer students has varied between 19.9 and 1.1 percentage points, with the smallest of these gaps for the most recent cohort.





The achievement gap between African American full-time fall transfer students and their white counterparts reached an all-time low of 2.6 percentage points for the fall 2007 cohort. The comparable gap for male transfer students was 1.1 percentage points, the smallest gap since the 2003 cohort, when African American male transfer students graduated at a rate .8 percentage points higher than their white counterparts. The gaps reported for the most recent two cohorts have met or exceeded the goals projected for students entering in fall 2009.

1. UMBC's Extra Credit campaign has entered its 3rd year and continues to serve as a vibrant part of the University's targeted communication strategy for all undergraduate students (including transfer students). Extra Credit's objective is helping students maximize the benefits of their college experience and prepare for graduate study and the world of work by communicating key messages in ways that are timely, direct, attention-grabbing, and action-oriented. With over 75 individual messages created thus far, the campaign continues to evolve including the integration of 2 distinctive messages designed only for transfer students (launched in 2013 & 2014).
2. The *STEM Transfer Student Success Initiative* is an innovative multi-institutional collaboration funded by the Bill & Melinda Gates Foundation to support successful transition to UMBC by students from Anne Arundel Community College, Community College of Baltimore County, Howard Community College and Montgomery College. Focusing specifically on curricular alignment; social integration & transitional programs; as well as various aspects of advising & career engagement, the initiative is fostering innovative and strategic plans for improving all aspects of the entire transfer experience for incoming, STEM-focused transfer students. This initiative is particularly impactful considering the thousands of transfer students UMBC receives from these key, partner community colleges each year. The *Initiative* focuses on students who are pursuing fields of study in science, technology, engineering, and mathematics. Based on this collaboration, a complementary goal of the *Initiative* is the development of a national model of collaboration between two- and four- year institutions seeking to enhance the success of transfer students in STEM fields.

This collaboration is both systematic and comprehensive. Almost ninety faculty and staff members across the institutions are engaged in some aspect of it. Components of the *Initiative* include Curricular Alignment in Chemistry and Mathematics; Pre-Transfer Advisement and Career Engagement; Transfer Success; and Transitional Programs (e.g., peer mentorship, orientation). A website for this *Initiative* is due to launch this semester. Given the recent launch of many of the components, no assessment data are yet available.

3. The Reverse Awarding of the Associate's Degree Initiative which began in 2012 – now includes active partnerships with Montgomery College, Howard Community College, Anne Arundel Community College and the Community College of Baltimore County. Thus far, this initiative, which enables current UMBC students to transfer UMBC credit back to their former community colleges, has facilitated the completion of 21 associate's degrees. In addition, two UMBC Enrollment Management staff members were recently awarded an MHEC Adapts Grant for \$25,000 that will help to dramatically expand the marketing and strategic advising associated with the initiative.
4. Over 2200 Summer 2013 Orientation evaluations were collected from incoming students (including transfers). Results indicated that:
 - 97.7% of students completing the evaluation were either very satisfied or satisfied with their academic advisor.
 - 88.4% of students completing the evaluation were either very satisfied or satisfied with their final academic schedule.
 - 95.8% of students completing the evaluation were either very satisfied or satisfied with their overall advising experience.
 - 98.8% of students completing the evaluation either strongly agreed or agreed that as a result of their orientation advising experience, they knew more about UMBC's general education requirements and academic issues related to their major (or current academic plan).
5. Implemented an academic seminar for transfer students (TRS 201)
 - 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.
 - Data analysis for fall 2013 self-assessment is underway.
 - The one-semester and one-year retention rates for transfer students who enroll in a TRS are higher than for the overall transfer student population (see chart below).

TRS Student Retention Compared to Overall Transfer Retention					
Semester	TRS Student N	TRS Student One-Semester Retention	UMBC Transfer-Student One-Semester Retention	TRS Student One-Year Retention	UMBC Transfer-Student One-Year Retention
Fall 2011	30	96.7%	88.9%	93.3%	80.1%
Spring 2012	11	90.9%	81.7%	90.9%	76.2%
Fall 2012	58	89.7%	87.6%	84.5%	78.8%
Spring 2013	14	85.7%	85.6%	N/A	N/A

Data are from TRS program records and Institutional Research, Analysis and Decision Support

6. Added Supplemental Instruction (SI) for courses which have been difficult for transfer students
 - In AY 2012-2013 offered SI in 12 courses serving 2,784 students. Among the 1,088 students who participated in SI, 80% (868) earned an A, B, or C in the course. Among 1696 non-SI students, 64% (1082) earned an A, B, or C.
 - Among the 331 transfer students participating in SI, 73% (240) earned an A, B, or C in their course. Among the 499 transfer students who did not participate in SI, 57% (283) earned an A, B, or C in their course.

7. 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
 - The new Coordinator of Transfer Academic Initiatives and Pre-Transfer Advising identified all off-campus transfer students (n=505) who received an FYI alert (meaning that a professor reported the student in danger of earning less than a C in the course) during the fall 2013 semester.
 - All 505 students received an e-mail asking them to make an appointment with the Coordinator.
 - Twenty-seven percent of the students (138 students) completed an in person appointment.
 - Students who attended appointments reported receiving help with time management, study skills, and key encouragement at a difficult time
 - Of the 140 students who attended an academic coaching session, 98 students, or 70 percent of the group, ended the semester with an A, B, C, W, or P in their alerted course(s).

8. Strengthened Transfer Student Alliance

The Transfer Student Alliance (TSA) enrolls students at Montgomery College (MC), Community College of Baltimore County (CCBC), Prince George's Community College (PGCC), and Anne Arundel Community College (AACC) who plan to transfer to UMBC after completing an AA degree. TSA students have access to UMBC student activities and a discounted rate for concurrent-enrollment courses. Upon transfer to UMBC, TSA students are guaranteed housing, priority registration/orientation, and, for eligible participants, a scholarship. We have achieved a total TSA participation to date of 925 students (see chart below).

Transfer Student Alliance Results 2008 - 2013

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
2013-2014	925*	240*	120*	\$1,500 each to 10 students

*Year-to-date numbers for 2013-2014

Data come from internal Enrollment Management records.

Recruitment and Support of a Diverse Graduate Student Body

- A. The Meyerhoff Graduate Fellows Program was established in 1996 with an MBRS-IMSD (Minority Biomedical Research Support – Initiative for Minority Student Development) grant from the National Institute of General Medical Sciences. The program is open to all U.S. citizens and permanent residents. The Meyerhoff Graduate Fellows Program has transformed graduate education at UMBC. Since the program's inception in 1996, enrollment of underrepresented students in participating PhD programs (Biological Sciences, Chemistry and Biochemistry, Engineering, Human Services Psychology and Physics) has increased significantly. The URM enrollment in the Meyerhoff Graduate Fellows Program has grown from five students in 1996 to 72 students at present and has recently expanded to include the Graduate Programs in Life Sciences (GPILS) at the University of Maryland, Baltimore. An additional 66 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.

- B. PROMISE, the National Science Foundation's Alliance for Graduate Education and the Professoriate (AGEP) in Maryland, increases the number of underrepresented minority students receiving Ph.D.s in 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). In Fall 2013, the PROMISE AGEP was awarded one of the few "AGEP Transformation (AGEP-T)" grants. This \$1.75 million initiative includes all of the institutions within the USM. UMBC leads this effort, and has as primary partners, the University of Maryland College Park, and the University of Maryland Baltimore. The PROMISE AGEP focuses on activities and research that lead to Ph.D. completion and careers as professors in the STEM disciplines. The Graduate School at UMBC, the Office of Postdoctoral Affairs, and the PROMISE AGEP sponsor programs and initiatives that are designed to facilitate academic community, professional development, degree completion and transition to career. PROMISE maintains an online presence via 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: @PROMISE_AGEP (http://www.twitter.com/PROMISE_AGEP). All graduate students and postdoctoral fellows, and particularly those from underrepresented backgrounds, are invited to participate in the activities of PROMISE regardless of their academic disciplines. Programs of PROMISE include The Dissertation House, PROF-it (Professors-in-Training), Horizons, Success Seminars, and the Summer Success Institute. A subset of these initiatives is described below:
- C. Initiatives designed to build community among graduate students of color include the *PROMISE Family and Friends Cookout and Celebration of Graduates* and *Faculty/Staff/Student Connections Opening Meetings*. The Spring and Fall 2013 Opening Meeting average 80-100 participants, including postdocs, faculty, and staff. Monthly Success seminars average 60 students. New initiatives for 2013 included the Financial Literacy series (sponsored by a TIAA-CREF grant to the Council of Graduate Schools), and Advanced Statistics series led by Dr. Christopher Rakes of the Department of Education. All seminars draw a diverse group of graduate students. The Office of Postdoctoral Affairs offers seminars and workshops that serve all post-docs, with particular attention to the Postdoctoral Fellows for Faculty Diversity.
- 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 2013 SSI included underrepresented minority (URM) graduate students, post-docs, alumni, and faculty. Our total count for 2013 exceeded 200, which included participants from several schools in the PROMISE AGEP. Events for PROMISE regularly have waitlists.
 - The PROMISE models for preparing students for graduate study, professional development, capacity building, and communities of practice have been discussed in publications, <http://promiseagep.wordpress.com/publications/>, and are being modeled by other universities and organizations in the U.S., the Caribbean, and Latin America.

UMBC's overall graduate student population has nearly doubled over the past 15 years, increasing from approximately 1,400 students in 1999, to 2,772 students in 2013. Since the introduction of our NSF-funded programs to broaden participation, enrollment of graduate students from underrepresented minority (URM) groups has grown from 14.9% of the overall population in 2003 to 16% in 2013. However within the College of Natural and Mathematical Sciences (CNMS) this corresponding change is from 10.1% to 15.4%, and is even more pronounced in the College of Engineering and IT (COEIT), growing from 8.6% to 15.3%. For Ph.D. students, URM enrollment has increased from 11.9% of the population to 13.7%. The change for CNMS is similar to the overall population; however, within the COEIT the proportion of URM students has more than doubled from

5% to 11.9%. These changes are shown in the figures below. This increase in enrollment has led to a corresponding increase in graduation. It is noteworthy that the graduation rate of URM students is similar to that of the overall population for both master's and Ph.D. students.

Figure 1

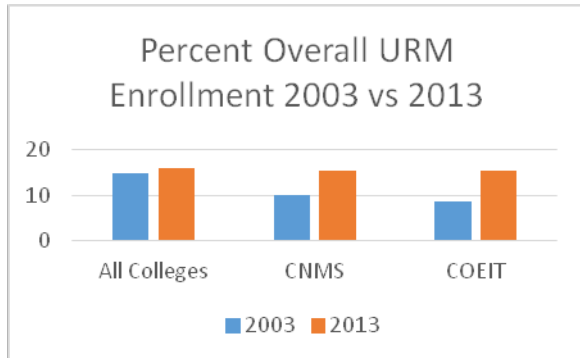
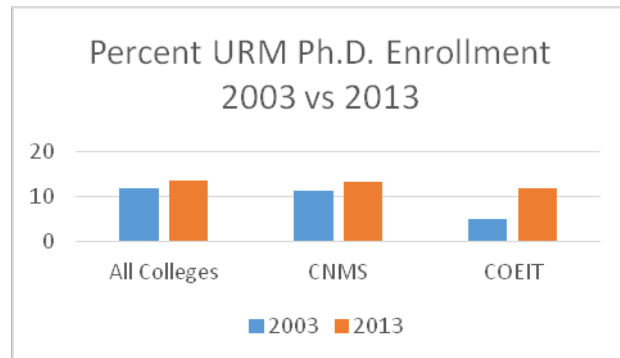


Figure 2



Recruitment and Support of a Diverse Faculty Body

A. URM Faculty hires and attrition in AY 2013-2014

UMBC hired 25 new full-time faculty for appointments in AY 2013-2014. Overall, 20% (N=5 of 25) of all new instructional faculty and 21% (N=4 of 19) 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 due to retirement. In addition, building on the success of the UMBC ADVANCE Program, 4 additional females were hired in STEM, which brings the total of STEM female faculty to 23% (N=44 of 194). However, during this same time period, UMBC lost two tenured female STEM faculty, one due to retirement and one due to conversion to a non-tenure track position. In the five year period between the baseline of AY09 and AY13, the total number of UMBC T/TT faculty has increased from 378 to 379. During this period the number of African American faculty has remained stable, increasing slightly from 21 to 22. The number of Hispanic/Latino faculty has doubled from 6 to 13. 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. *STRIDE Training* to expand upon the on-going Search Committee Chair Implicit Bias Training Workshops, UMBC invited two members from the University of Michigan ADVANCE's STRIDE program to campus to assist UMBC in setting up its own STRIDE-like group to provide counsel to faculty search committees around the issue of implicit bias. Following a similar successful pilot conducted by the College of Natural and Mathematical Sciences for the 2013 hiring cycle, the UMBC STRIDE program will be in place for all faculty searches that will occur in AY15.

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. In Fall 2013, one of the two inaugural Postdoctoral Fellows began a tenure-track position at UMBC, and, on July 1, 2013, a second cohort of three Postdoctoral Fellows began their two-year appointments. Additionally, in the Summer of 2014, UMBC will announce a call for applications for a third cohort of postdoctoral fellows.
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 such targeted publications as *Diverse* and *USA Today* 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 continue to revise and expand upon the well-received Faculty Diversity brochure and website, www.umbc.edu/facultydiversity. 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.
4. In AY14, the Deans and Provost implemented closer and more continuous monitoring of the diversity of candidate and finalist pools for all faculty searches. For the FY15 hiring cycle, UMBC will employ Interfolio to manage its faculty searches which will allow UMBC to retrieve and monitor aggregated information related to the diversity of candidate pools as searches progress.

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. Based on the success of this program, which was offered originally to new women STEM faculty, in 2013 the program was institutionalized and expanded to all new UMBC faculty.
4. *Faculty ADVANCEment Workshops*-the Program Coordinator for Faculty Diversity, in tandem with the Director of the Faculty Development Center and the new Vice President for Research, hosted a Fall 2013 workshop on Research Development and are planning a Spring 2014 workshop on the tenure and promotion process. In 2013, enhancement funding was used to add a new associate director to the UMBC Faculty Development Center.
5. Campus community building activities are on-going 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 409 tenure/tenure track faculty, there are currently 26 (6%) Black/African American faculty and 20 (5%) Latino/Hispanic Faculty. In STEM fields, UMBC currently has 44 (23%) female faculty. While inroads have been made in recruiting faculty of color and women in STEM, more work remains to be done. The Program Coordinator 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 and the recruitment of the third cohort of postdoctoral fellows.
2. *Retention and Advancement*-A disaggregation of faculty data by race and gender reveals a disproportionate number of faculty at the Associate and Assistant Professor levels among faculty of color and female faculty in all colleges. Out of 26 Black/African American faculty, nine (35%) are at the Assistant rank, twelve (46%) are at the Associate Professor rank, and the remaining five (19%) faculty are Full Professors. In terms of the 20 Latino/Hispanic faculty, nine (45%) are at the Assistant Professor rank, ten (50%) at the Associate Professor and only one (5%) is a Full Professor. The numbers for women faculty in general are 162 (40%) faculty, out of which 54 (33%) are at the Assistant Professor rank, 73 (45%) are at the Associate Professor rank and 35 (22%) 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. In addition, as a result of their May 2013 meeting, the women from the original three cohorts of the ADVANCE Leadership Cohort Program formed the ADVANCE Leadership Alliance and are currently planning the formation of a 4th ADVANCE Leadership cohort.
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

- UMBC is well-known for its recruitment and support of a diverse staff, and is celebrating its fourth consecutive year of recognition in the Chronicle of Higher Education's annual Great Colleges to Work For Survey, which recognized UMBC for diversity in 2013. The staff is comprised of 28.9% minority and 61.37% female employees, which reflects the diversity of UMBC's local, regional and national recruitment efforts and retention processes.
- UMBC supports diversity and inclusion by communicating its practice of being an Equal Opportunity/Affirmative Action Employer on all position announcements, throughout its website, including within job announcements, on its employment pages, as well as on its application form. These practices reflect compliance with our policies on Non-Discrimination, as well as federal, state and local laws and regulations.
- Position vacancies are advertised on websites and in journals and other print-related media that are widely read by prospective applicants, including minority and female job-seekers, such as Career Builder.com, Monster Jobs, HigherEdjobs.com, Inside Higher Ed, Mid-Atlantic Higher-Ed Recruitment Consortium, Maryland Workforce Exchange, the Baltimore Sun, the Washington Post, Baltimore Afro American newspaper and other publications.
- Campus representatives attend relevant job fairs and conferences that reach a broad and diverse audience in an effort to support diversity and expand recruiting for UMBC's workforce.

- 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.
- An atmosphere of inclusion in hiring 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 hiring review procedure that reviews selections based on: verifying that the selected candidate meets the minimum requirements as advertised; reviewing salary and compensation; confirming that a pool of candidates were interviewed; and assessing the justification letter supports the department's selection.
- As a follow-on to these procedures, UMBC's new hires in 2013 were 31.6% minority and 70.1% female, which mirrors the diversity of the recruitment areas for 2013 vacant staff positions. These positions were predominantly professional staff positions, followed by secretarial/clerical, technical/paraprofessional, skilled craft, then executive/administrative positions.
- New employees are briefed on campus policies that support diversity and inclusion during their orientation, and complete online Sexual Harassment Prevention training within their on-boarding process. Further information is provided in the Staff Handbook and on the campus policies web page.
- 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 appropriate locations throughout the campus.
- Various training programs are provided that review equal employment concepts and state and federal civil rights mandates to assure that consistent and appropriate methods are used for evaluation and support of staff during their career at UMBC. 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".
- Additional trainings are provided on campus including: Sexual Assault and Relationship Violence Protocol Training; Safe Zone training for LGBTQ awareness; Green Dot Training for bystander intervention; as well as various trainings on topics including Equal Opportunity and Diversity through Skillsoft, our online training provider.
- Additional UMBC's Human Relations Committee works with matters of diversity and has staff representation from the Professional Staff Senate and the Non-Exempt Excluded Staff Senate. The President's Commission for Women works to support gender equity, and the Women's Center has many gender-based affinity groups, including a Parenting group that provide support to staff who participate in their initiatives. An LGBTQ affinity group is available for staff.

In addition to the benefits package including Tuition Remission, staff is 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

A. Student Affairs

University Health Services (UHS) again targeted health education outreach to specific populations. Breast cancer awareness (30 attendees), sexual assault awareness & relationship violence awareness (498 attendees), and women's seminars in health education (30 attendees) were programs targeted to women. Sex in the dark (98 attendees), World AIDS Day (380 attendees), and Mosaic Center Diversity Fairs (175 attendees) included specific information for targeted populations including LGBTQ and international students.

Career Services Center offered the Diversity Recruitment Event: 208/233 (25 cancellations) and 27 agencies (53 reps).

BEYA Conference (Black Engineer of the Year): 190 students registered.

Note: A UMBC alumna, Stephanie Hill, received the top award of Black Engineer of the Year.

Residential Life

- INTERACT (pilot)- In the summer of 2013 a joint program between Student Affairs and Modern Languages, Linguistics and Intercultural Communication Academic Programs. The initiative was to work with first year students in the residence halls on cultural competency and skill building for authentic conversations. In the pilot year 48 students in Chesapeake Hall participated with 6 peers leaders trained to facilitate. The program will continue this coming year. Research is being conducted on meeting outcomes.
- Renovations to apartments and two residence halls to include ADA compliance upgrades
- 17 students with physical ADA needs were accommodated in student housing (visual, hearing, mobility, wheelchair, service animal, emotional assistance animal) The severity and complexity of these needs has grown in the last three years. Many more students with other ADA accommodation non-mobile needs were also housed.
- 79 students living in Gender-Neutral housing
- 75 programming initiatives that addressed multicultural exploration
- Students Staff diversity training continues to occur for over 250 student staff.
- Social Justice Programming Initiative was established for Spring Semester. Each residential community selected an issue/program/topic to explore and included speakers, site visits and research. Some of the issues/topics included; human trafficking, refugee/asylees and prison reform. There are nine communities and nine different topics with multiple programs both passive and active.

B. Office of Student Life

During the 2012-2013 academic year, the Office of Student Life's Mosaic Culture and Diversity Center reached 1,100 students, staff and faculty through 25 programs including: Welcome Week outreach events for new and transfer students; a UMBC Talks diversity dialogue series, a Cultural and Interfaith speaker series; Safe Zone workshops for LGBTQ student support; cultural and diversity celebration and resource fairs, diversity education presentations and discussions for 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.

Many accomplishments were made regarding campus climate for LGBTQ community members. To highlight a few, the Office of Student Life identified and published a list of gender neutral restrooms on campus, a faculty and staff LGBT group was created, a survey of our LGBTQ student population was conducted to learn more about how we can support them, a new student support group was started to support women who love women and another to support transgender students, admissions participated in a LGBT focused college fair, and athletics signed on with the "You Can Play" project.

C. The Women's Center

The Women's Center provides intentional space, programming, support groups, and educational opportunities for various reasons related to diversity:

- LGBTQ identified women (through Between Women)
- Transgender and/or gender variant students (through Spectrum – created Fall 2013)
- Women of Color (through the Women of Color Coalition – created Fall 2013)
- Non-traditional/returning women undergraduate students (through the Returning Women Forum and the Returning Women Scholarship program)

The scholarship program provided approximately \$53,000 in financial aid to 18 students via three different scholarships in FY2014

- Mothers (through the mothers and parents group)
 - During FY2013 the lactation room was used 202 times and since the start of FY2014, 170 times
 - Maintain a childcare resource guide that is updated regularly. This guide has been particularly important (and requested multiple times) since the closing of the Y childcare facility on campus in September 2013
- Undergraduate men (through Rebuilding Manhood – a semester long program that addresses 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, in addition to addressing violence against women)

The Center also seeks opportunities to program and create events related to diversity education and awareness through:

- Relationships Violence Awareness Month
- Sexual Assault Awareness Month
- Women's History Month
- Critical Social Justice - a new initiative meant to facilitate constructive and dynamic engagement with social justice with a focus on various issues related to diversity and social identities
- One-time programming and events such as Transgender Day of Remembrance and National Coming Out Day

IV. Demographic Data

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. However, UMBC did experience a dramatic increase in the number of undergraduate students that did not self identify their race/ethnicity, 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.

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		5,246	4,366	9,947		5,383	4,564	10,210		5,593	4,617	10,573		5,778	4,795	10,953		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		1,190	1,466	2,923		1,350	1,573	2,678		1,265	1,413	2,626		1,310	1,316	2,684		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		6,436	5,832	12,870		6,733	6,137	12,888		6,858	6,030	13,199		7,088	6,111	13,637		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		615	403	1,017		620	397	1,032		620	412	940		545	395	971		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		233	145	381		235	146	380		234	146	374		226	148	379		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		382	258	636		385	251	652		386	266	566		319	247	591		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		463	757	1,188		461	727	1,204		476	728	1,195		460	735	1,207		464	743

**UNIVERSITY OF MARYLAND,
COLLEGE PARK**



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

March 2014

**Prepared by:
Office of Diversity & Inclusion
Office of Institutional Research, Planning and Assessment**

REVISED 3-26-14

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

I. Institutional Plan to Improve Cultural Diversity

As stated in the UMCP'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), charged with implementation of the Strategic Plan for Diversity. A university-wide Diversity Advisory Council, which includes students, staff (exempt and non-exempt), and faculty, was first convened in May 2012. This Council meets quarterly and provides advice and guidance to the CDO in the implementation of the Strategic Plan.

To evaluate our progress with respect to cultural diversity, we rely on numerical data on representation, retention, graduation, and promotion/tenure rates. Additionally, we use climate data. In Spring 2011 and again in Spring 2013, the campus's NSF-funded ADVANCE Program for Inclusive Excellence conducted a biennial Work Environment Survey for Tenure-Track/Tenured Faculty, which provided information on the experiences of women faculty and faculty of color. Additional climate assessments will be developed in order to track the experiences of students, staff and non-tenure-track faculty.

We are demonstrating success in a number of areas: The University is one of the nation's most diverse campuses. Black, Hispanic, and Asian students comprised approximately 36 percent of our undergraduate population in fall 2013; thirty-one percent of our graduate population students are foreign students (see appendix Tables 3 and 4). 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. According to *Diverse Issues in Higher Education*, in 2013, the University ranked second in the production of African-American doctoral recipients in the physical sciences and third in the production of African-American master's degree recipients in engineering. More generally, the university was ranked among the top 20 institutions in the production of doctoral degrees among minority recipients in mathematics and statistics, engineering, and all disciplines.¹

Additionally, we making progress in closing the achievement gaps between the undergraduate student body as a whole and both Hispanic students and African-American undergraduates. The gap in the six-year graduation rate of Hispanics fell from 9.9% (entering class of 2005) to 6.4% (entering class of 2007). Over the same period, the graduation gap among African-American students fell from 8.5% to 6.1 %.²

Continued improvement is needed with respect to the hiring, retention and promotion of underrepresented minority faculty and with respect to the matriculation of underrepresented minority graduate students. Strategies to address this problem are being implemented in 2013-14.

II. Efforts to Increase the Numerical Representation and Retention of Traditionally Underrepresented Students, Administrative Staff, and Faculty

UMCP 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

¹ *Diverse Issues in Higher Education* <http://diverseeducation.com/top100/>

² Please note that after accounting for gender, the gains among black undergraduates are somewhat skewed. The graduation rate gap between African-American females and the campus population is one-half of one percent. However, though the campus has improved the graduation rate of African American males (from 65% for the fall 2005 cohort to 69% for the fall 2007 cohort) the graduation rate gap between black males and that of the overall campus stands at fifteen percent.

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 2012-13, 330 students qualified. Forty-nine percent of the students were first-generation, and 83% were underrepresented minorities. The median family income was \$18,592, with 94% of the students coming from families with poverty level income.

The **Academic Achievement Programs (AAP)** 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. There are 426 students enrolled in the University who were admitted through AAP; 125 new students are admitted each year. Approximately 53% of the students are black, 26% are Hispanics, 11% are white and 8% are Asians and 2% other.

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. Core programs are:

The College Success Scholars (CSS) program provided structured personal, academic and professional support to 145 Black and Hispanic/Latino males in FY 13, in order to ensure their full engagement in all aspects of university life, with an emphasis on retention and graduation. CSS offered a 6-week summer bridge program, weekly 3 to 5-hour study sessions, study groups, math and science review sessions, college success, diversity and leadership workshops and one-on-one tutorial sessions. The scholars were mentored and supported by upper-class students who served as team leaders. A Parents' Advisory Group met regularly and was actively engaged in supporting the goals of the program.

Sister2Sister supported the personal, professional, and academic goals of 35 undergraduate multi-ethnic females in FY13. This program provided on- and off-campus professional and academic resources, service-learning opportunities, and study sessions.

OMSE Check Up provided academic assistance, personal advice and tutorial referrals for 1,451 students in FY13.

The OMSE Academic Excellence Society, which recognizes, fosters, and rewards academic excellence among multi-ethnic students with a 3.5 GPA or higher, inducted 177 students in FY13.

OMSE served over 1000 pre-college students in FY13 through our K-12 pipeline programs, including the Native American Indian Pow Wow, Prince Georges County ESOL Middle School College Access Day, "I Can Do That" Project, as well as hosting over 300 students for informational panels and tours at the request of the Office of University Admissions.

The **Center for Minorities in Science and Engineering (CMSE)** offers programs and activities that support the recruitment, retention and graduation of underrepresented minority science, technology, engineering and mathematics (STEM) students at the pre-college, undergraduate and

graduate levels. Programs offered in 2012-13 include:

Winter Student Leadership Retreat January 2013: Through partnerships with public and private sector employers, this annual event engages underrepresented (STEM) undergraduates in two days of professional and leadership development activities. Participants included 20 students from UMCP and 32 students from area four-year and community colleges. Approximately 90% were Black or Latino.

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. Ninety-two undergraduate students participated in LSAMP programs in 2012-2013 (73 African- American, 15 Hispanic, 1 American Indian, 1 Asian, 2 unknown race; 30 females) and 26 earned STEM degrees. LSAMP Programs include a five-week summer bridge program that gives students a head start on their first year; academic advising and tracking; and an undergraduate research program and symposium where students present their research findings. In addition, a Bridge to the Doctorate Program assists STEM graduate students by providing financial and academic support. In 2012-13, twenty-seven graduate students were enrolled (19 African-American, 7 Hispanic, 1 White) and five earned MS degrees.

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 **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.

Virtual community development – Consists of the development of a dynamic interactive social website, Facebook page, Tumblr page, Twitter account, and an E-Newsletter.

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.

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

A task force on Appointments, Promotion & Tenure (APT), which was convened in 2012-13, was tasked with considering how the diversity of faculty and the diversity of faculty research and

scholarship impact the equity of the APT process. This Task Force will make recommendations for changes to the University Senate in 2013-14.

The NSF-funded ADVANCE Program for Inclusive Excellence, which is in the fourth 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 were two senior tenured women faculty of color -- one in the STEM disciplines and one in the non-STEM disciplines -- who provided mentoring and support to junior women faculty of color. In addition, a Leadership Fellows Program was launched in 2012-13 with 19 Fellows, with the aim of engaging 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. Led by Vice President for Student Affairs Dr. Linda Clement, this program included monthly topical meetings as well as mentorship opportunities.

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

The **Center for Teaching Excellence (CTE)** offers workshops and learning communities to faculty and graduate assistants in the areas of student learning and teaching excellence. Promotion of diversity and inclusion efforts are an important aspect of improving teaching excellence and education on campus. Toward that end, CTE and the Graduate Student Government initiated the Inclusion and Diversity Workshop Series in Spring 2013. The series included five workshops on topics of inclusion and diversity in teaching and learning targeted at graduate teaching assistants. Eleven participants completed four of the five workshops and received a letter of completion from CTE and the Graduate School. In addition to this workshop series, CTE implemented the Inclusion and Diversity Course Transformation Learning Community in 2012-2013. This learning community was created to support graduate student and faculty improvements to courses to improve diversity and inclusion at several different levels, from individual course assignments to overall course design. Eight instructors and TAs were selected and participated in the community.

The **Office of Diversity Education and Compliance (ODEC)** offered workshops and trainings to staff and faculty in various campus units in the areas of Sexual Harassment Prevention, Cross-cultural Communication, Conflict Resolution, and Workplace Diversity.

At the beginning of the FY13 academic year, day-long orientation programs for new faculty and new faculty administrators (Department Chairs and Directors) included substantial attention to diversity issues.

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 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.

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 variety 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 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. The Center thrives to educate future generations about African American art by providing work opportunities for students, employing about 15 students, on average, each semester. In 2012-13, the Center focused on documenting Professor Driskell's papers, which he amassed during the last six decades. In addition, the Center organized two exhibitions: "African American Art Since 1950: Perspectives from the David C. Driskell Center" and "Convergence: Jazz, Films, and the Visual Arts." The two exhibitions, as well as the Center's exhibition "Tradition Redefined: The Larry and Brenda Thompson Collection of African American Art" traveled to more than six venues nationally.

Co-Curricular Programming for Students

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 students. Staff and faculty sometimes participate and benefit as well.

The **Nyumburu Cultural Center** offers academic, social, and cultural support and programs for Black/African American students and embraces cultural pluralism for the entire campus community. Nyumburu does this through an array of events and initiatives, by providing space for gathering and connecting, and by sponsoring numerous student organizations, including the Black Student Union, Caribbean Students Association, African Students Association, National Association for the Advancement of Colored People (NAACP), the National Council of Negro Women (NCNW) and Greek fraternal/sorority and student organizations. In addition, core Nyumburu programs are:

The **Black Male Initiative Program (BMI)** promotes scholarship, brotherhood, retention, and overall graduation of Black/African American males. Two-hour monthly meetings, voluntary

weekly study halls, fundraising activities for scholarships, 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. Six BMI Meetings were held during academic year 2012-13 with an average attendance of 18 Black/African American males. African-American faculty, administrators, alumni, and community members attend the monthly student meetings to provide guidance and support.

Sisterhood Of Unity & Love (SOUL) aims to provide a safe environment for women of color to engage in self-exploration, by convening two meetings a month and a monthly shut-in for undergraduate females. SOUL meetings facilitate discussion on sensitive and relevant topics affecting women of color. At the shut-ins, members participate in bonding activities to create a sense of sisterhood, watch popular films that depict women of color, and engage in group discussions. During the 2012-13 academic year, SOUL collaborated with Berwyn Heights Elementary to start a program where 6 SOUL members tutored children in reading and math. The attendance at SOUL events ranges from 15 to 35 students. During 2012-13, SOUL held 12 meetings and 6 shut-ins.

The Nyumburu Leadership Series is designed to provide students with experiential learning opportunities coupled with theoretical and critical discourse that engages students in formulating their own leadership philosophies. Workshops are held one Saturday each month throughout the academic year. The theme for the 2012/2013 Leadership Series was “Community Activism & Global Civic Engagement”. Students were exposed to a range of information, news and perspectives geared towards heightening their overall understanding of community activism and what it means to be civically engaged as a citizen of the world. Films and documentaries were used throughout the sessions. Approximately 15 students attended each Leadership Series session.

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. 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 13, MICA advised or supported 105 cultural 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.

191 students were enrolled in eight 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 42 events for Asian Pacific American Heritage Month, 41 for Black History Month, 62 for Latino Heritage Month, 20 for Pride Month, 7 American Indian Heritage Month, and 10 for Mixed Madness Month (multiracial/biracial) for a total of 172 programs which were attended by over 5,000 students, faculty, staff and visitors on campus.

The campus-wide Inclusive Language Campaign, which was jointly administered by the Department of Resident Life and MICA and funded by a Moving Maryland Forward Grant, was launched in FY13. It was comprised of trainings for students, faculty and staff; spoken word poetry events (TOTUS); outreach to high schools in the local community; video testimonials as well as digital and printed signage.

In FY 13, MICA and the Chapel partnered to create an Interfaith Programs and Spiritual Diversity student involvement area. Programs offered included interfaith Brown bags, Roundtables, a Leadership Summit and an Interfaith Day of Service. This interfaith initiative became part of President Obama's Interfaith Challenge. Over 200 students, faculty and staff attended the interfaith events held on campus.

The **Lesbian, Gay, Bisexual, and Transgender (LGBT) Equity Center** works for a vision of UMCP as a fully equitable community that empowers innovators and agents of social justice for lesbian, gay, bisexual, transgender, and queer people. Through its leadership and assistance to all campus units since its founding in 1998, the Equity Center's excellence led to the 2012 and 2013 recognition of UMCP 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

In Spring 2013, the Office of Diversity & Inclusion (ODI) provided a second cycle of diversity and inclusion grants, 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 25 applicants, 14 projects were funded for 2013-14. The funded programs include an interactive map of campus resources and venues dedicated to supporting the needs of women students, faculty and staff; increased online outreach efforts for majors looking to expand their enrollment of students of color such as architecture and psychology; comprehensive cultural competence training for graduate assistants who teach large, introductory classes in the field of communication; a workplace learning program called "Computer Connections" dedicated to the instructional needs of non-exempt staff; academic and social cohort support for students of color in the fields of astronomy and physics, as well as initiating a joint effort by students and faculty in the College of Journalism to begin an online diversity news service called Stories Beneath the Shell. 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.

In FY 2013, ODI launched a university-wide communications campaign – "Rise Above" Isms – aimed at engaging students, staff and faculty in "rising above" racism, sexism, stereotypes, etc., and instead, embracing respect, diversity and community. In connection with this campaign, micro-grants of up to \$750 were offered for programming that directly engages participants in examining their identity and/or their assumptions and biases in a structured and safe setting. Since its inception, there have been 17 applications, and 13 proposals have been funded. These events include training and preparation for the Student Affairs Diversity Advisory Council, an awareness event around

stereotype threat, and a spoken word and follow up conversation called “Speak to Take a Stand.”

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.

Appendix

Table 1. Faculty

Term	Fall 2009			
	Male N	Female N	Total N	pct
Amer Indian/Alaska Nat:U.S.	2	2	4	<1%
Asian/Pacific Islander:U.S.	264	121	385	10%
Black/African American:U.S.	80	109	189	5%
Foreign	345	113	458	12%
Hispanic:U.S.	53	45	98	2%
Not Reported:U.S.	92	69	161	4%
White:U.S.	1,664	1,037	2,701	67%
Total	2,500	1,496	3,996	100%

Term	Fall 2010				Fall 2011				Fall 2012				Fall 2013			
	Male N	Female N	Total N	pct	Male N	Female N	Total N	pct	Male N	Female N	Total N	pct	Male N	Female N	Total N	pct
American Indian or Alaska Native:U.S.	2	1	3	<1%	4	1	5	<1%	5	1	6	<1%	4	1	5	<1%
Asian:U.S.	290	146	436	11%	293	152	445	10%	309	161	470	11%	312	158	470	11%
Black or African American:U.S.	81	96	177	4%	78	99	177	4%	78	116	194	4%	78	121	199	5%
Foreign	347	129	476	12%	368	141	509	12%	362	158	520	12%	321	141	462	11%
Hispanic:U.S.	54	52	106	3%	70	61	131	3%	72	63	135	3%	79	65	144	3%
Native Hawaiian or Other Pacific Islander:U.S.					2	2	4	<1%	2		2	<1%	1	1	2	<1%
Two or More:U.S.	4	4	8	<1%	6	7	13	<1%	11	12	23	1%	13	10	23	1%
Unknown:U.S.	115	80	195	5%	147	104	251	6%	188	129	317	7%	233	184	417	10%
White:U.S.	1,670	1,041	2,711	66%	1,681	1,032	2,713	63%	1,675	1,045	2,720	61%	1,622	1,066	2,688	60%
Total	2,563	1,549	4,112	100%	2,649	1,599	4,248	100%	2,702	1,685	4,387	100%	2,663	1,747	4,410	100%

Table 2. Staff (inc
Grad Asst.)

Term	Fall 2009			
	Male N	Female N	Total N	Total pct
Amer Indian/Alaska Nat:U.S.	14	8	22	<1%
Asian/Pacific Islander:U.S.	267	332	599	7%
Black/African American:U.S.	613	823	1,436	16%
Foreign	923	596	1,519	17%
Hispanic:U.S.	160	313	473	5%
Not Reported:U.S.	246	258	504	6%
White:U.S.	2,172	2,360	4,532	50%
Total	4,395	4,690	9,085	100%

Term	Fall 2010				Fall 2011				Fall 2012				Fall 2013			
	Male N	Female N	Total N	Total pct	Male N	Female N	Total N	Total pct	Male N	Female N	Total N	Total pct	Male N	Female N	Total N	Total pct
American Indian or Alaska Native:U.S.	12	9	21	<1%	12	10	22	<1%	12	9	21	<1%	12	10	22	<1%
Asian:U.S.	271	339	610	7%	270	336	606	7%	256	329	585	6%	251	326	577	6%
Black or African American:U.S.	576	791	1,367	15%	600	799	1,399	15%	642	794	1,436	15%	630	793	1,423	15%
Foreign	930	570	1,500	17%	970	562	1,532	17%	963	563	1,526	17%	946	564	1,510	17%
Hispanic:U.S.	169	337	506	6%	184	356	540	6%	215	368	583	6%	220	372	592	6%
Native Hawaiian or Other Pacific Islander:U.S.	2	1	3	<1%	6	1	7	<1%	6		6	<1%	7	5	12	<1%
Two or More:U.S.	17	19	36	<1%	20	29	49	1%	22	41	63	1%	20	42	62	1%
Unknown:U.S.	280	273	553	6%	303	328	631	7%	343	393	736	8%	371	471	842	9%
White:U.S.	2,204	2,240	4,444	49%	2,190	2,227	4,417	48%	2,186	2,154	4,340	46%	2,150	2,084	4,234	45%
Total	4,461	4,579	9,040	100%	4,555	4,648	9,203	100%	4,645	4,651	9,296	100%	4,607	4,667	9,274	100%

Table 3.
Undergraduate Students

Term	Fall 2009			
	Female	Male	Total	
	N	N	N	pct
American Indian:U.S.	43	29	72	<1%
Asian:U.S.	1,895	2,146	4,041	15%
Black or African American:U.S.	1,863	1,436	3,299	12%
Foreign	287	311	598	2%
Hispanic:U.S.	909	728	1,637	6%
Unknown:U.S.	768	755	1,523	6%
White:U.S.	6,818	8,554	15,372	58%
Total	12,583	13,959	26,542	100%

Term	Fall 2010				Fall 2011				Fall 2012				Fall 2013			
	Female	Male	Total		Female	Male	Total		Female	Male	Total		Female	Male	Total	
	N	N	N	pct	N	N	N	pct	N	N	N	pct	N	N	N	pct
American Indian or Alaska Native:U.S.	25	22	47	<1%	17	23	40	<1%	18	17	35	<1%	17	16	33	<1%
Asian:U.S.	1,887	2,126	4,013	15%	1,839	2,139	3,978	15%	1,789	2,168	3,957	15%	1,844	2,273	4,117	15%
Black or African American:U.S.	1,780	1,415	3,195	12%	1,812	1,444	3,256	12%	1,806	1,414	3,220	12%	1,862	1,464	3,326	12%
Foreign	300	332	632	2%	357	370	727	3%	401	398	799	3%	411	448	859	3%
Hispanic:U.S.	1,023	904	1,927	7%	1,082	940	2,022	8%	1,124	978	2,102	8%	1,217	1,118	2,335	9%
Native Hawaiian or Other Pacific Islander:U.S.	11	26	37	<1%	12	23	35	<1%	14	13	27	<1%	10	11	21	<1%
Two or More:U.S.	384	361	745	3%	435	378	813	3%	462	389	851	3%	499	457	956	4%
Unknown:U.S.	363	495	858	3%	412	488	900	3%	413	450	863	3%	397	388	785	3%
White:U.S.	6,861	8,607	15,468	57%	6,629	8,426	15,055	56%	6,470	8,214	14,684	55%	6,178	8,048	14,226	53%
Total	12,634	14,288	26,922	100%	12,595	14,231	26,826	100%	12,497	14,041	26,538	100%	12,435	14,223	26,658	100%

Table 4.
Graduate Students

Term	Fall 2009			
	Female N	Male N	Total N	pct
American Indian:U.S.	12	13	25	<1%
Asian:U.S.	424	438	862	8%
Black or African American:U.S.	458	325	783	7%
Foreign	1,021	1,518	2,539	24%
Hispanic:U.S.	182	157	339	3%
Unknown:U.S.	295	302	597	6%
White:U.S.	2,709	2,799	5,508	52%
Total	5,101	5,552	10,653	100%

Term	Fall 2010				Fall 2011				Fall 2012				Fall 2013			
	Female N	Male N	Total N	pct	Female N	Male N	Total N	pct	Female N	Male N	Total N	pct	Female N	Male N	Total N	pct
American Indian or Alaska Native:U.S.	6	6	12	<1%	8	10	18	<1%	9	9	18	<1%	9	5	14	<1%
Asian:U.S.	425	420	845	8%	420	415	835	8%	376	387	763	7%	370	351	721	7%
Black or African American:U.S.	459	345	804	8%	455	358	813	8%	423	329	752	7%	430	348	778	7%
Foreign	968	1,487	2,455	23%	1,089	1,662	2,751	25%	1,372	1,782	3,154	29%	1,497	1,797	3,294	31%
Hispanic:U.S.	212	171	383	4%	209	187	396	4%	198	193	391	4%	192	203	395	4%
Native Hawaiian or Other Pacific Islander:U.S.	2	3	5	<1%	1	6	7	<1%	6	8	14	<1%	3	4	7	<1%
Two or More:U.S.	98	85	183	2%	83	74	157	1%	89	80	169	2%	102	81	183	2%
Unknown:U.S.	244	270	514	5%	248	264	512	5%	230	232	462	4%	246	264	510	5%
White:U.S.	2,644	2,874	5,518	51%	2,499	2,817	5,316	49%	2,360	2,627	4,987	47%	2,276	2,436	4,712	44%
Total	5,058	5,661	10,719	100%	5,012	5,793	10,805	100%	5,063	5,647	10,710	100%	5,125	5,489	10,614	100%

**UNIVERSITY OF MARYLAND
EASTERN SHORE**



UNIVERSITY *of* MARYLAND
EASTERN SHORE

PROGRESS REPORT
ON
INSTITUTIONAL PROGRAM
OF
CULTURAL DIVERSITY

April 2, 2014

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PROGRESS REPORT

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

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

a. Summary of Institutional Diversity Plan

i. Goals

GOAL 1: Climate for Living, Learning and Working

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

GOAL 2: Student Access and Opportunity

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

GOAL 3: Diverse Faculty and Staff

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

ii. Areas of Emphasis and Strategy for Implementation

GOAL 1: Climate for Living, Learning and Working

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

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

Key Strategies

1.A.1 - Establish or enhance systems for generating feedback from students, faculty and staff about the status of campus climate and utilize survey information in formulating future strategies.

1.A.2 - Identify practices or policies that may have negative impacts or create barriers for particular populations and develop coordinated strategies for addressing any issues identified.

1.A.3 - Continue to enhance core services for students with disabilities, including assistive technology, interpreting services and learning needs assistance.

1.A.4 - Increase awareness by faculty and staff regarding the needs of students with disabilities and set specific responsibilities and expectations for the enhancement of campus services and programs, including classroom experiences.

1.A.5 - Review and broaden the orientation for new faculty, staff, and students to include cultural norms, climate, services, resources and other diversity-oriented topics.

1.A.6 - Enhance residence hall diversity programs to increase participation by students.

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

Key Strategies

1.B.1 - Expand student participation in programs that provide strong academic support and sense of community.

1.B.2 - Increase support for improved teaching about diversity and for teaching an increasingly diverse student body.

1.B.3 - Increase opportunities for gaining knowledge and understanding of the unique history and perspectives of non-African-American groups, including curricular enhancements and extracurricular programming, to improve the overall education experience.

1.B.4 - Promote and increase opportunities for study abroad experiences by students, including economically disadvantaged students and non-African-American groups.

GOAL 2: Student Access and Opportunity

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

Goal 2.A: Undergraduate Degrees Awarded – Demonstrate continuing improvement in the number of bachelor's degrees earned by non-African-American students.

Contributing Goals:

Goal 2.A.1: New Students – Demonstrate continuing improvement in the number of new non-African-American students who enter UMES as freshmen and transfers. (The total for the 2008-2009 baseline reporting year was 226 (18%) of 1,237.)

Goal 2.A.2: Retention Rates – Continue to enhance the first-year retention rate for non-African-American students. (The rate for the 2008-2009 baseline reporting year was 65 (68%) of 96.)

Key Strategies

2.A.1 - By racial/ethnic group, analyze numerical and percentage trends in degrees awarded, graduation and retention rates, applications, admission and yield rates, and number of new students.

2.A.2 - Engage student body to assist with recruitment of non-African-American students and to contribute to retention through academic support services. Progress Report: May 1, 2010. (Strategy Leaders: Vice President for Student Life and Enrollment Management).

2.A.3 - Develop and/or enhance highly focused recruitment strategies aimed at non-African-American high-school students, including such initiatives as:

- Building productive partnerships with key high schools that have high concentrations of non-African-American students.
- Coordinating outreach programs targeting communities of non-African-Americans.
- Expanding participation in summer programs on campus targeting non-African-American students.
- Increasing participation in the Admissions Office's program for linking UMES non-African-American students as mentors to non-African-American students in the local public schools.

2.A.4 - Build partnerships with community colleges aimed at attracting non-African-American transfer students to UMES, as well as easing the transition between colleges.

2.A.5 - Expand academic support services provided by the Center for Access and Academic Success to extend services beyond the freshman year.

2.A.6 - Establish specific strategies by each school for increasing the number of degrees earned by non-African-American students; monitor and report progress annually.

2.A.7 - Extend current networks of staff, faculty, and administrators who can support and advise non-African-American students toward achievement of academic success.

2.A.8 - Establish or enhance a set of core services by each school/college and division aimed at increasing success rates of non-African-American students.

Goal 2.B: Graduate Degrees Awarded - Demonstrate continuing improvement in the number of graduate degrees (including master's and doctoral degrees) earned by African-American students. (The total for the 2008-2009 baseline reporting year was 36 (41%) of 87.)

Contributing Goal:

Goal 2.B.1: New Graduate Students - Demonstrate continuing improvement in the number of new graduate-level (including master's and doctoral) African-American students. (The total for the 2008-2009 baseline reporting year was 55 (42%) of 131.)

Key Strategies

2.B.1 - By racial/ethnic group, analyze trends in the numbers and percentages of graduate degrees awarded, applications, admission and yield rates, and number of African-American new graduate students.

2.B.2 - Enhance recruitment strategies aimed at prospective African-American graduate students, including establishing positive relationships with other institutions, utilizing alumni groups in recruitment, and enhancing faculty contact with prospective graduate African-American students.

2.B.3 - Seek enhanced funding for African-American graduate student fellowships.

2.B.4 - Establish effective mentoring programs for advising and supporting African-American graduate students, aimed at increasing success rates.

2.B.5 - Develop partnerships with the National Association of Graduate and Professional Students (NAGPS) for enhancing recruitment and retention of African-American graduate students.

2.B.6 - Provide career advising and placement services for all graduate students, including those from underrepresented groups, to help improve recruitment and retention.

GOAL 3: Diverse Faculty and Staff

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

Goal 3.A: African-American Faculty - Demonstrate continuing improvement in the number of African-American tenured and tenure-track faculty. (The total for the 2008-2009 baseline reporting year was 44 (40%) of 110.)

Key Strategies

3.A.1 - Establish strategies and implementation plans by schools for increasing the number of tenured and tenure-track African-American faculty and monitor and report progress annually.

3.A.2 - Engage African-American faculty in successful recruitment and professional development efforts to aid in attracting and retaining diverse faculty.

3.A.3 - Enhance support for special opportunities in the Division of Academic Affairs to help broaden faculty diversity.

3.A.4 - Encourage enhanced professional development opportunities for all faculty.

3.A.5 - Improve communication and understanding about recent changes in tenure procedures that offer broader criteria in research, teaching, and service to enhance opportunities for all faculty.

3.A.6 - Enhance mentoring programs for tenure-track faculty.

3.A.7 - Continue and enhance early preparation workshops on tenure processes and expectations.

3.A.8 - Continue to develop an exit interview process to identify opportunities for improvement in retention of all faculty. Progress Report: May 1, 2010. (Strategy Leaders: Academic Deans and Department Chairs)

3.A.9 - Increase research grant funding to expand research opportunities for all faculty.

3.A.10 - Encourage faculty to take responsibility for their professional goals and objectives (grant writing).

Goal 3.B: Non-African-American Administrators - Maintain the number of non-African-American, full-time executive/administrative/managerial staff. (The total for the baseline reporting year of 2008-2009 was 17 (25%) of 69.)

Key Strategies

3.B.1 - Develop specific strategies by schools and divisions for maintaining non-African-American executive/administrative/managerial staff. Progress Report: May 1, 2010. (Strategy Leaders: Vice Presidents)

3.B.2 - Engage non-African-American administrators in successful recruitment and professional development efforts to aid in attracting non-African-American administrative leaders.

3.B.3 - Examine recruiting practices for Executive/Administrative/Managerial staff to determine opportunities for enhancing diversity.

3.B.4 - Develop exit interview process to identify opportunities for improved retention of non-African-American administrators.

Goal 3.C: Non-African-American Staff Members - Demonstrate continuing improvement in the number of job titles where non-African-Americans are currently underrepresented. (The total for the 2008-2009 baseline reporting year was 96 (22.2%) of 432.)

Key Strategies

3.C.1 - Implement high-priority recommendations by Human Resource Management to attract potential employees from underrepresented non-African-Americans.

3.C.2 - Enhance staff development opportunities and succession strategies to improve upward mobility across the campus.

3.C.3 - Develop exit interview process to identify opportunities for improved retention of non-African-American staff.

3.C.4 - Evaluate retention of non-African-American staff by department; establish strategies and implementation plans at both the department and division levels to improve retention.

b. Progress on Meeting Goals as Stated in Plan

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

The area of Climate for Living, Learning, and Working includes the culture, decisions, practices, policies, and behaviors that constitute the environment at the University of Maryland Eastern Shore. To this end, the University has established institutional core values that include appreciating diversity in its student body, faculty, staff and administration through commitment to tolerance, freedom of expression, and celebration of other cultures.

In the area of Student Access and Opportunity, particular emphasis is placed on the successful graduation of all students, in recognition of the campus' most basic educational mission. However, for this plan the matriculation of non-African-American students is emphasized. The plan also includes enrollment, graduation rate and retention goals that contribute to the over-arching aim of increasing the number of degrees earned by non-African-American students. The number of non-African-Americans freshman and transfer students has increased from 236 in 2008 to 326. The number of non-African-Americans graduates has risen from 51 in 2008 to 123 in 2013 and the number of African-American graduate degrees awarded has increased from 33 to 58; the percentage of African-American graduate degrees awarded has increased from 32% to 41%. The University has taken steps to increase the number of graduate degrees received by African-American by instituting a more formalized and systematic approach to degree completion. For example, the Graduate School holds workshops for students to assist them in their ability to write for the dissertation process. Additionally, the proposal process has been streamlined and more detailed guidelines and procedural steps have been provided.

In the area of Diverse Faculty and Staff, the University of Maryland Eastern Shore believes that a strong faculty is a diversified faculty. Diversity brings a whole world of knowledge by looking at and viewing learning from different perspectives. Even though the University has increased the total number (56) of tenure track/non-tenure track African American Faculty, the percent of the African-American faculty has remained constant at 39% of the total faculty.

GOAL 1: Climate for Living, Learning and Working

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

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

Outcome

The University is still in the process of validating an internal instrument to conduct an environmental scan of the campus. The results will be used as a guide for any needed workshops or policy changes.

Current policies have been reviewed in the undergraduate and graduate catalogs to identify barriers that might impact students. A new faculty orientation program has been developed to inform them of important data associated with the campus.

The University is making progress on this goal and it will continue to make adjustments and move forward. The Office of the President just initiated a new campus-wide Champaign, I Care (integrity, commitment, accountability, respect, and excellence). This Champaign fosters the idea that each individual in the campus community is important and all community members should exhibit behaviors that denotes respect and caring. To further highlight this initiative, a new screen saver had been added to every office computer that includes the slogan for this Champaign, "Hawkspitality."

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

Outcome

During the summer of 2013, there was a decrease in the number of summer enrichment programs were held on the UMES campus: 1) Summer Enrichment Academy, 2) Hyatt Summer Bridge program, 3) Project Seed and 4) Upward Bound. In 2011–2012, 422 students attended our summer programs and in 2012–2013, 192 attended. The number of students attending summer programs decreased. Therefore, Goal 1.B was not met.

GOAL 2: Student Access and Opportunity

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

Goal 2.A: Undergraduate Degrees Awarded – Demonstrate continuing improvement in the number of bachelor's degrees earned by non-African-American students.

Outcome

During the 2012–2013 academic year, a total of 123 non-African-American students earned bachelor's degrees from UMES. The baseline data for 2008–2009 was 86. Goal 2.A was met.

Contributing Goals:

Goal 2.A.1: New Students - Demonstrate continuing improvement in the number of new, non-African-American students who enter UMES as freshmen and transfers.

Outcome

During the 2012–2013 academic year, a total of 326 (30%) new, non-African-American freshman and transfer students entered UMES. The baseline data for 2008–2009 for new, non-African-American students who entered UMES as freshmen and transfers was 236 (18%). Therefore, Goal 2.A.1 was met.

Goal 2.A.2: Retention Rates - Continue to enhance the first-year retention rate for non-African-American students. (The rate for the 2010–2011 baseline reporting year was 87 of 139.)

Outcome

During the 2012–2013 academic year, 156 of 219 (71%) non-African-American students returned for the fall 2013 semester. During the 2010–2011 academic year, 87 (65%) non-African-American students returned for the fall semester of 2011. Therefore, Goal 2.A.2 was met.

Goal 2.B: Graduate Degrees Awarded - Demonstrate continuing improvement in the number of graduate degrees (including master's and doctoral degrees) earned by African-American students. (The total for the 2008-2009 baseline reporting year was 33).

Outcome

During the 2012–2013 academic year, a total of 58 (41%) graduate degrees (including master's and doctoral degrees) were earned by African-American students. In 2008–2009, the baseline data was 33 of 104 (32%) degrees earned by African-American students. Therefore, Goal 2.B was met.

Contributing Goals

Goal 2.B.1: New Graduate Students - Demonstrate continuing improvement in the number of graduate-level (including master's and doctoral) African-American students.

Outcome

During the 2012–2013 academic year, a total of 289 graduate-level (including master's and doctoral) African-American students were enrolled. The baseline data for 2008–2009 was 224. Therefore, the number of graduate level African-American students increased and Goal 2.B.1 was met.

GOAL 3 – DIVERSE FACULTY AND STAFF

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

Goal 3.A: African-American Faculty - Demonstrate continuing improvement in the number of African-American tenured and tenure-track faculty. (The total for the 2008–2009 baseline reporting year was 44 (40%) of 110.)

Outcome

During the 2012–2013 academic year, a total of 56 (39%) of 126 African-American faculty were tenured and on tenure-track. The baseline data for 2008–2009 was 48. Therefore, for Goal 3.A was met.

Goal 3.B: Non-African-American Administrators - Maintain the number of non-African-American, full-time executive/administrative/managerial staff. (The total for the baseline reporting year of 2008-2009 was 17 (25%) of 69.)

Outcome

During the 2012–2013 academic year, a total of 20 (21%) of 95 non-African-American full-time executive/administrative/managerial staff was employed. Therefore, Goal 3.B was met.

Goal 3.C: Non-African-American Staff Members - Demonstrate continuing improvement in the number of job titles where non-African-Americans are currently underrepresented.

Outcome

During the 2012–2013 academic year, a total of 136 (25%) of 552 non-African-Americans were employed as staff members. In 2008–2009, a total of 121 non-African-Americans were employed. Therefore, Goal 3.C was met.

II. A SUMMARY OF EFFORTS TO INCREASE THE NUMERICAL REPRESENTATION OF TRADITIONALLY UNDERREPRESENTED FACULTY, STAFF AND STUDENTS.

The University makes every attempt to recruit and hire a diverse faculty and staff. The University advertises in national and local publications including the *Chronicle of Higher Education*, The Association of Public and Land-Grant Universities (APLU), and *HBCU Connect*. Campus faculty are encouraged to use networking systems to identify potential candidates. Additionally, departmental faculty have established strategies and implementation plans by schools for increasing the number of tenured and tenure-track African-American faculty, and African-American faculty are engaged in successful recruitment and professional development efforts to aid in attracting and retaining diverse faculty. The recruiting staff recruits at local and state-wide recruitment fairs and hosts a tri-County recruitment fair every other year. The Admissions team has partnered with Academic Affairs to build productive partnerships with key high schools that have high concentrations of non-African-American students.

III. 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.

a. Faculty and Staff Training

In order to address the new complexities of the campus environment, the Office of Human Resources continues to offer workshops on workplace civility. These workshops include modules on cultural diversity. The University also holds an annual festival on cultural diversity for faculty, staff, and students. In addition, all new faculty are required to attend an orientation during the beginning of the semester and two more workshops held during the first semester of employment. UMES continues to support a new faculty dinner in partnership with Salisbury University (SU). One desired outcome is the possibility of joint research projects between the two universities. In fact, the Pharmacy program at UMES did partner with SU's nursing program to present a paper at a national conference.

b. Curricular Initiatives

The University has added four more courses to the 36 that had infused globalization in General Core and in discipline-specific courses. These courses now include modules on the impact of various cultures on the content explored. For example, in a fashion merchandising course content includes the impact and effects of fashion on the individual and on society, including the developing nations of the world.

c. Co- Curricular Initiatives

The School of Graduate Studies continues to provide new student orientation sessions, and these students will be exposed to diversity information relative to the student body.

IV. CONCLUSION

In conclusion, the University of Maryland Eastern Shore (UMES) has completed its progress report on cultural diversity. The University had three main goals: 1) ***Climate for Living, Learning and Working***; 2) ***Student Access and Opportunity***, and 3) ***Diverse Faculty and Staff***. The University has plans to continue its efforts to increase African-American tenured/tenured track faculty, increase the number of African-American graduate students, and increase the number of African-American graduates both on the undergraduate and graduate levels. Strategies the University plans to utilize are outlined in the beginning of this report.

UNIVERSITY OF MARYLAND EASTERN SHORE
Institutional Program of Cultural Diversity Progress Report Data
Academic Year 2009-2010 thru 2013-2014

Table 1: UMES Student Enrollment* Fall 2009- Fall 2013 by Race/Ethnicity

Race /Ethnicity	2009-2010				2010-2011				2011-2012			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	3,439	80.6%	1,331	2,108	3,340	76.9%	1,348	1,992	3,257	75.2%	1,295	1,962
American Indian or Alaskan Native	8	0.2%	5	3	18	0.4%	7	11	7	0.2%	1	6
Asian	63	1.5%	31	32	90	2.1%	36	54	84	1.9%	42	42
Hispanic/Latino	63	1.5%	26	37	100	2.2%	37	64	101	2.3%	45	56
White	591	13.9%	270	321	627	14.4%	301	326	664	15.3%	333	331
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	3	0.0%	2	1	3	.1%	1	2
Two or More Races	NA	NA	NA	NA	39	1.0%	14	25	133	3.1%	47	86
Did Not Self-Identify	102	2.4%	39	63	128	3.0%	57	71	83	1.9%	37	46
Total	4,266	100.0%	1,702	2,564	4,345	100.0%	1,801	2,544	4,332	100.0%	1,801	2,531

Table 1: UMES Student Enrollment (cont.)

Race /Ethnicity	2012-2013				2013-2014			
	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	3,071	71.5%	1,242	1,829	2,831	69.7%	1,186	1,645
American Indian or Alaskan Native	4	0.1%	3	1	4	0.1%	3	1
Asian	75	1.7%	39	36	75	1.8%	45	30
Hispanic/Latino	100	2.3%	40	60	87	2.1%	36	51
White	675	15.7%	330	345	635	15.6%	307	328
Native Hawaiian or Other Pacific Islander	4	0.1%	0	4	3	0.1%	0	3
Two or More Races	300	7.0%	122	178	370	9.1%	148	222
Did Not Self-Identify	66	1.5%	33	33	56	1.4%	29	27
Total	4,295	100.0%	1,809	2,486	4,061	100%	1,754	2,307

*Foreign students are not included

Table 2: UMES Faculty* Fall 2009-Fall 2013 by Race/Ethnicity

Race /Ethnicity	2009-2010				2010-2011				2011-2012			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	120	39.7%	60	60	123	37.4%	61	62	127	36.4%	65	62
American Indian or Alaskan Native	2	0.7%	1	1	3	0.9%	1	2	4	1.1%	1	3
Asian	22	7.3%	13	9	25	7.6%	14	11	29	8.3%	19	10
Hispanic/Latino	7	2.3%	4	3	8	2.4%	4	4	9	2.6%	4	5
White	148	49.0%	82	66	162	49.2%	84	78	173	49.6%	93	80
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	0	0.0%	0	0	0	0.0%	0	0
Two or More Races	NA	NA	NA	NA	3	0.9%	2	1	3	0.9%	2	1
Did Not Self-Identify	3	1.0%	0	3	5	1.5%	2	3	4	1.1%	3	1
Total	302	100.0%	160	142	329	100.0%	168	161	349	100.0%	187	162

Table 2: UMES Faculty (cont.)

Race /Ethnicity	2012-2013				2013-2014			
	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	126	37.7%	64	62	132	37.0%	67	65
American Indian or Alaskan Native	4	1.2%	1	3	5	1.4%	2	3
Asian	31	9.3%	20	11	36	10.1%	23	13
Hispanic/Latino	10	3.0%	4	6	8	2.2%	4	4
White	158	47.3%	86	72	168	47.1%	90	78
Native Hawaiian or Other Pacific Islander	0	0.0%	0	0	0	0%	0	0
Two or More Races	3	0.9%	2	1	5	1.4%	2	3
Did Not Self-Identify	2	0.6%	1	1	3	0.8%	2	1
Total	334	100.0%	178	156	357	100%	190	167

*Foreign faculty is not included

Table 3: UMES Staff* Profile Fall 2009-Fall 2013 by Race/Ethnicity

Race /Ethnicity	2009-2010				2010-2011				2011-2012			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	236	400	74.3%	158	242	399	76.1%	164	414	76.2%	175	239
American Indian or Alaskan Native	2	3	0.6%	0	3	3	0.6%	0	4	0.7%	1	3
Asian	4	4	0.7%	1	3	3	0.6%	0	4	0.7%	1	3
Hispanic/Latino	2	7	1.3%	3	4	4	0.8%	3	8	1.5%	6	2
White	42	119	22.1%	69	50	109	20.8%	63	108	19.9%	61	47
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	NA	0	0.0%	0	0	0.0%	0	0
Two or More Races	NA	NA	NA	NA	NA	2	0.4%	1	3	0.6%	2	1
Did Not Self-Identify	2	5	0.9%	3	2	4	0.8%	3	2	0.4%	2	0
Total	288	538	100.0%	234	304	524	100.0%	234	543	100.0%	248	295

Table 3: UMES Staff (cont.)

Race /Ethnicity	2012-2013				2013-2014			
	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	416	75.4%	182	234	423	75.9%	189	234
American Indian or Alaskan Native	3	0.5%	0	3	3	0.5%	0	3
Asian	7	1.3%	3	4	9	1.6%	4	5
Hispanic/Latino	7	1.3%	6	1	11	2.0%	8	3
White	109	19.7%	61	48	105	18.9%	58	47
Native Hawaiian or Other Pacific Islander	0	0.0%	0	0	0	0%	0	0
Two or More Races	7	1.3%	4	3	4	0.7%	2	2
Did Not Self-Identify	3	0.5%	3	0	2	0.4%	2	0
Total	552	100.0%	259	293	557	100%	263	294

*Foreign staff and Graduate Teaching/Research Assistants are not included

UNIVERSITY OF MARYLAND
UNIVERSITY COLLEGE



University of Maryland University College

FY2013 – FY2014 Annual Progress Report

On

Programs of Cultural Diversity

April 2, 2014



University of Maryland University College

Office of Diversity Initiatives

April 2, 2014

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

Dear Dr. Wolfe:

Attached please find University of Maryland University College's (UMUC) FY 2013 – FY 2014 Annual Progress Report on Programs of Cultural Diversity.

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

Sincerely,

Blair H. Hayes
Vice President Diversity Initiatives and
University Ombudsman

Enclosure

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University of Maryland University College
FY2013-FY2014 Annual Progress Report
On
Programs of Cultural Diversity

28 March 2014

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 2013-2014 UMUC Annual Progress Report on Programs of Cultural Diversity. UMUC promotes a climate for diversity and inclusion to ensure that students, faculty, and staff value the variety of perspectives, experiences, and backgrounds that are comprised within UMUC. Contained within this report is the progress that UMUC has made since the submission of the formal plan to the University System of Maryland (USM) in 2009.

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

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

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

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

A. Monitoring and Reporting

The Offices of Human Resources, Planning and Research, 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.

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 the Fall of 2013, the Diversity Office was rebranded the Diversity and Equity Office and was restructured. The Diversity and Equity Office includes the Fair Practices and Compliance Team, the Accessibility Services Office (Formerly Disability Services), and the Director of Multicultural Training and Programming. Further, the former Director of Diversity Initiatives was promoted to Vice President of Diversity and Ombudsman for the University. This change required that all areas of the EEO and Fair Practice Compliance were reassigned to the Assistant Vice President of Fair Practices and Compliance.

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	395
Disability Studies	170

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 <i>Comparison</i> 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. Further, organizational restructuring and large-scale personnel actions are made with demographics and any potential adverse impacts being considered. The plan continues to be part of the strategic approach to diversity and will be amended as the President and the Vice President of Diversity 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:

- African-American Heritage Month
- Asian-Pacific American Heritage Month
- Caribbean-American Heritage Month
- Constitution Day
- Disability Employment Awareness Month
- Earth Day/Arbor Day

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

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

Throughout the year, tools and resources were provided to support awareness of diversity and federally recognized cultural holidays. Additionally, in September, UMUC recognized U.S. Constitution Day by distributing pocket-size constitutions.

An integral part of the cultural diversity efforts at UMUC are the outreach activities in which the students, alumni, faculty, and staff are engaged. Individuals throughout UMUC are provided with opportunities to participate in outreach activities that enable them to work across cultural differences in the community. In 2013, 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 75 paddlers (UMUC staff, students, and alumni) competed in the 12th Annual Washington DC Dragon Boat Festival, the 2013 National Harbor Dragon Boat Regatta, and the 1st Carolina Beach Dragon Boat Festival. UMUC also sponsored the UMUC Tigers Softball Team, comprised of 27 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 provide staff, students, and faculty with an opportunity to learn more about the cultural theme for the month and to engage in a dialogue with other attendees. The events for the past year included:

- January – “I Have a Dream: Martin Luther King Jr.” (Documentary)
- February – “Lessons from Little Rock” – Terrence Roberts (Lecture)
- March – “Women in Education: Celebrating Differences and Making a Difference” – Lisa Bernstein (Lecture)
- March- “The Irish Empire: A World Apart”(Documentary)
- April – “A Green Fire” – Marianne Pettis, Executive Director of the James and Ann Robinson Foundation (Lecture)
- June – “The Times of Harvey Milk” (Documentary)
- June – Ewabo Caribbean Calypso Band (Lecture and Performance)
- September – “Ancient Indigenous Civilizations of Mesoamerica” – Eileen Torres (Lecture)
- October – “It’s What People Can Do” – Anne Sommers, Director of the National Council of Disability (Lecture)
- November – “A History of American Indian Achievement” (Documentary)
- December – “Raymond Wong’s Chinatown” – Raymond Wong (Lecture)

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 8, 2013 through August 7, 2013 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) has been rebranded the Response Emergency Assessment Crisis Team (REACT) to better reflect the service that the team provides to the UMUC Community. REACT is available for individuals that feel they are in danger or that are in distress to reach out to a 24-hour hotline. The REACT Team is 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 – 242
- Faculty – 68
- Supervisors - 83

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 various aspects of interpersonal dynamics. Additionally, training on Equal Employment Policies and Procedures has been conducted at both stateside and overseas locations by members of the Diversity and Equity Office, Legal Affairs, and the Human Resources Office.

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.