TOPIC: Annual Progress Report: Institutional Programs of Cultural Diversity

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: May 12, 2015

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

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

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

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

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

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

COMMITTEE RECOMMENDATION:		DATE: May 12, 2015
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu

ANNUAL PROGRESS REPORT
INSTITUTIONAL
PROGRAMS OF CULTURAL DIVERSITY

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

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

Background

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

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

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

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

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

2015 Progress Report

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

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

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

Institutional Improvements of Programs of Cultural Diversity

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

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

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

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

Compliance Team, the Accessibility Services Office (Formerly Disability Services), the Director of Multicultural Training and Programming, and the ADA Compliance Office.

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

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

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

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

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

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

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

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

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

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

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

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

Diversity Officers, Offices, Councils, and or Committees:

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

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

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

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

University of Maryland, Baltimore County:
- *President's Commission for Women,*
- *Diversity Council,* Program Coordinator for Faculty Diversity,
- *Human Relations Committee*

University of Maryland, College Park:
- *Chief Diversity Officer,*
- *Office of Diversity and Inclusion,*
- *Office of Multi-Ethnic Student Education,*
- *Office of Diversity Education and Compliance,*

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

Administrative Diversity Structures and Centers:

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

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

Enhancing Cultural Diversity through Academic Degree Programs

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

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

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

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

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

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

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

Conclusion

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

Enclosures: Eleven 2014 Institutional Reports on Programs of Cultural Diversity

BOWIE STATE UNIVERSITY

Bowie State University
FY 2014 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 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 – *Develop and implement programs and services that promote access, affordability and completion for a diverse student body with an emphasis on underserved populations* 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 2013 and fall 2014, the percentage of non-African-American students increased from 15 percent to 17 percent. The non-African-American undergraduate student population grew from 11 to 13 percent. The non-African-American graduate student population grew from 27 percent to 30 percent due to an increase in students from foreign countries, most notably Saudi Arabia, India, Nigeria, Cameroon, Pakistan and Turkey, often in the STEM disciplines. 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 continuing 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 College of Education is aggressively meeting the challenge of producing more teachers and education leaders who are equipped to serve increasingly diverse populations throughout the state. The U.S. Department of Education funded the multi-year Culturally Responsive Leaders in Special Education (CRELSE) project in FY 2014. The CRELSE will prepare 15 leaders with a doctor of education (Ed.D) in education leadership with specific emphasis on special education leadership. Scholars will receive training in order to secure professional employment as university faculty and non-faculty positions. Employment as non-faculty member may include positions such as district-level administrator, school superintend, and special education curriculum leader. CRELSE scholars will be prepared to respond to the needs of culturally and linguistically diverse (CLD) students in general and special education, students in all disability categories, and in racially/ethnically diverse geographic locations.

The Division of Academic Affairs completed the ground work for Bowie's participation in the HBCUs-China Network during FY 2014. The goal of the program is to promote international awareness to current students. Through the Network, Bowie students interested in exploring international opportunities for academic research and professional study can apply for the China Study Abroad Scholarship. The Chinese Ministry of Education awards scholarships to assist students attending HBCUs with the cost of student in China for periods of three weeks to one year. The HBCUs-China Network responds to the regional and economic development needs of the United States and China and promotes the cultural and educational exchange of students from HBCUs and Chinese universities.

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 aggressive 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 2014, 19 percent of full-time staff were non-African-American. This percentage has been fairly consistent since 2008. During FY 2014, the University hired 85 contractual and regular employees. This included 14 (17%) 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 continues its focused 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 targeted diversity training for the Office of Residential Life in FY 2014. 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) is charged with ensuring compliance with the University's Affirmative Action Plan; Title IX of the Education Amendments of 1972, including implementation of 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. These areas of compliance support and promote the University's efforts to recruit and retain a diverse employee and student population across protected and historically underrepresented populations.

In the area of Title IX compliance, the university established a new policy on Sexual Misconduct which reaffirms the university's commitment to maintaining an academic and work environment free from discrimination on the basis of sex. The new policy on Sexual Misconduct consolidates and clarifies previous misconduct policies and sets forth procedures for the prompt and fair investigation of complaints. The University's EEO Officer serves as Title IX Coordinator and received extensive training in Title IX. In addition, members of the Student Conduct Board received specific training in conducting hearings in sexual assault cases.

In the area of ADA compliance, the OEEOP submitted a grant application through the Maryland Department of Disabilities' Access Maryland Program to renovate areas of the Thurgood Marshall Library to make the facility more accessible for students, faculty and staff.

The OEEEOP continues work 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 OEEEOP continued interview training for staff and faculty search committees regarding the purpose and process for structured interviewing. The OEEEOP 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.

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, Maryland Workforce Exchange, Department of Rehabilitative Services, Maryland Department of Veteran Affairs, the Chronicle of Higher Education and discipline specific sites. The Office of Equity and Compliance and the Office of Human Resources worked collaboratively to provide an EEO briefing to the Faculty Search Committees. The percentage of African-American full-time faculty has remained steady between 2013 and 2014 at 72 percent.

The University also sponsors faculty and staff members for H-1B Visas and Permanent Residency (Green Cards). During FY 2014, the University sponsored or was in the process of sponsoring 4 staff members from various countries.

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 2013 – 303)

- 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 speakers are invited to speak to students from different races and cultures. (Number of undergraduate Social Work majors fall 2013 – 200)

- 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 2013 – 647. Graduate Nursing majors fall 2013 - 132))

- 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 2013 – 110)

- The College of Education was awarded grant support for the Early Childhood Engagement Center (ECEC) in FY 2014. The Center provides support for new special education teachers to enable them to serve culturally and linguistically diverse young students with disabilities. The goal is to improve the education of young children with disabilities by providing coursework leading to dual certification in early childhood education and special education with infused Teaching English to Speakers of Other Languages (TESOL) competencies. Project ECEC will prepare and graduate two cohorts of 20 diverse teachers (40 total) by

providing a Bachelor's degree in early childhood special education (ECSE). This degree will include a 75-credit program of study focused on getting Head Start teachers who already hold Associate's degrees to become fully qualified to teach with full certification in early childhood and in special education. The project will modify the existing program in order to infuse TESOL competencies to address the growing number of English Language Learners in early intervention settings. In addition to credit hours, students will have the opportunity to participate in professional development seminars, field-based experiences within the greater DC-Baltimore urban area including public school and Head Start classrooms, a mentoring program, an action research project, and a research conference. Participants in ECEC will be able to earn dual certification in early childhood education and special education with training in working with English language learners and their families.

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 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 greater 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.

A number of units on campus offer programming to increase cultural awareness. In an effort to continue system-wide support for women and other diverse populations, the **Office of Human Resources** hosted the USM Women's Conference, *Bridging the Gap* at Bowie State University where 230 women were in attendance. The conference included concurrent sessions and President, Dr. Julianne Malvauex as the keynote speaker as well as opportunities for mentoring and networking,

The **Center for Global Engagement (CGE)**, the **Office of International Programs** and the **International Student Office** all support international awareness. The CGE and Office of International Programs organize programs and activities designed to promote awareness of international issues. In FY 2014, the CGE hosted a lecture on comparisons between Dr. Martin Luther King, Jr. and President Nelson R. Mandela as well as "Toward the Communal State in Venezuela: A Look Inside the Bolivarian Revolution." In addition, the CGE continues to host an international week event each year and support faculty development abroad.

The University continued activities focused on making the transition easier for international students. The Student Affairs division, International Student Office serves 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 and fall 2014.

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

The Thurgood Marshall Library's **Curriculum Laboratory** supports College of Education academic programs. During the FY 2014 added materials to the collection that reflect cultural and ethnic diversity targeted for instruction, education and research of children in grades P-12. The children's magazine, *Faces* was added to the children's periodicals collection. *Faces* is a monthly children's magazine that provides stories of what life is like in other countries for children around the world. Bilingual books, some with an audio CD accompaniment, for languages taught Prince Georges County schools include: Russian, Arabic, French, Chinese and Japanese. These items were collected to support instruction for world languages.

Annually, the Curriculum Laboratory collects award winning and notable books in ethnic diversity, such as the winners and honor books of American Library Association, Belpre and Coretta Scott King Awards. The Belpre Award is given to writers and illustrators that best portray Latino/a culture. The Coretta Scott King Award is given to authors and illustrators that best demonstrate an appreciation of African American culture. Lastly, non print instructional materials such as puppets were purchased to be used for active play instruction for children. The puppets purchased for the collection include African-American, Asian, Caucasian and Hispanic which reflect world-wide racial and ethnic diversity.

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

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

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

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

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

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

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

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

A number of student focused events are held on campus to promote cultural diversity including: Latin Afro Cuban Dominican Awareness/Dialogue, Around the World Culture, Diversity and Stereotypes, Gospel Extravaganza, Bible Studies, Caribbean Week, Pants Up 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.

Demographic Data:

Students

	Baseline: 2008-2009				2012-2013				2013-2014				2014-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	4835	88%	1696	3139	4731	87%	1715	3016	4747	85%	1739	3308	4751	83%	1752	2999
American Indian or Alaska Native	17	0%	4	13	9	0%	5	4	7	0%	4	3	6	<1%	4	2
Asian	91	2%	26	65	93	2%	39	54	92	2%	40	52	81	1%	29	52
Hispanic/Latino	95	2%	34	61	135	2%	47	88	144	3%	46	98	147	3%	53	94
White	266	5%	80	186	198	4%	51	147	201	4%	50	151	201	4%	56	145
Native American or other Pacific Islander	0	0%	0	0	5	>1%	0	5	7	0%	0	7	9	<1%	0	9
Two or more races	0	0%	0	0	100	2%	22	78	141	3%	45	96	168	3%	48	120
Unknown/Foreign	179	3%	70	109	150	3%	61	89	222	4%	102	120	332	6%	168	164
Total	5483	5421		1940	3481		2067	3541	5561		2026	3535	5695		2110	3585

Source: EIS

Full-time Instructional Faculty

	Baseline: 2008-2009				2012-2013				2013-2014				2014-15			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	147	67%	69	78	157	73%	70	87	164	72%	74	90	161	72%	74	87
American Indian or Alaska Native	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0
Asian	8	4%	4	4	10	5%	7	3	10	4%	7	3	13	6%	7	6
Hispanic/Latino	12	5%	9	3	9	4%	5	4	10	4%	6	4	10	4%	6	4
White	45	21%	29	15	34	16%	21	13	36	16^	22	14	35	16%	22	13
Native American or other Pacific Islander	0	0%	0	0	0	0%	0	0	1	0%	0	1	0	0%	0	0
Two or more races	0	0%	0	0	1	<1%	0	1	1	0%	0	1	1	<1%	0	1
Unknown/Foreign	7	3%	1	6	5	2%	4	1	6	2%	4	2	5	2%	4	1
Total	219		112	106	216		107	109	228		113	115	225		113	112

Source: EDS

Full-time Staff

	Baseline: 2008-2009				2012-2013				2013-2014				2014-15			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	268	80%	111	157	300	82%	113	187	305	80%	186	186	294	79%	115	179
American Indian or Alaska Native	1	<1%	0	1	0	0%	0	0	0	0%	0	0	0	0%	0	0
Asian	9	3%	8	1	7	2%	3	4	8	2%	3	5	9	2%	3	6
Hispanic/Latino	7	2%	2	5	6	2%	4	2	5	1%	3	2	5	1%	3	2
White	28	8%	11	17	38	10%	12	26	38	10%	11	27	44	12%	17	27
Native American or other Pacific Islander	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0
Two or more races	0	0%	0	0	0	0%	0	0	1	<1%	0	1	1	<1%	0	1
Unknown/Foreign	23	7%	7	16	14	4%	7	7	23	6%	11	12	17	5%	9	8
Total	336		139	197	365		139	226	380		147	233	370		147	223

Source: EDS

COPPIN STATE UNIVERSITY

COPPIN STATE UNIVERSITY

REPORT ON CULTURAL DIVERSITY INITIATIVES

April 2015

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 regularly reports progress on 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 College of Arts & Sciences and Education, 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.

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.

Representation of Faculty, Staff, and Students

<u>Faculty Recruitment</u>

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 Washington Post, the Chronicle of Higher Education, Higher Ed Jobs.com, 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 2013-2014, the university reported an average of 7.8 course units taught by tenured and/or tenure-track (core) faculty. This is lower than previous year averages that have been reported as 8.0 units annually. The load is becoming more appropriately assigned as the institution continues to work to reduce and balance use of adjuncts and promote scholarly research and service among 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.

The following table shows overall, faculty recruitment has somewhat slowed. In AY 2014-15, the University had 274 members of personnel classified in a type of faculty position. This number is a drop from the previous academic year which was reported to be 291 members of personnel who were faculty positions (full-time faculty; part-time faculty members). Out of the 274 faculty members, 53% are female and 47% are male. While there has been a decrease in the number of overall faculty, the population remains largely African American (76%).

2008-2015 Demographic Profile of All Faculty Members

TABLE 1: Faculty Comparisons																
	Baseline: 2008-2009				2012-2013				2013-2014				2014-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	241	80	91	150	247	80%	98	149	227	78%	93	134	208	76	83	125
American Indian or Alaska Native	0	0	0	0	1	0%	0	1	1	0%	0	1	0	0	0	1
Asian	13	4	10	3	16	5%	11	5	16	6%	12	4	12	4	9	3
Hispanic/Latino	1	0	0	1	1	0%	0	1	0	0%	0	0	2	1	1	1
White	37	12	27	10	38	12%	26	12	41	14%	27	14	38	14	27	11
Native American or other Pacific Islander	0	0	0	0	0	0%	0	0	0	0%	0	0	0	0	0	0
Two or more races	0	0	0	0	4	1%	3	1	6	2%	4	2	5	2	3	2
Did not self-identify	9	3	4	5	3	1%	3	0	0	0%	0	0	8	3	6	2
Total	301	100	132	169	310	100%	141	169	291	100%	136	155	274	100	129	145

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 on sensitivity training, managing diverse staff members, and customer service. These workshops are essential since the University has staff from all types of diverse backgrounds and remain central to the university's mission.

Human Resources also offers a wealth of free wellness programs to employees and the community, 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 2008-2009 and AY 2014-2015. Both populations of male and female staff members decreased from 427 to 404.

2008-2013 Demographic Profile of All Staff Members

	Baseline: 2008-2009				2012-2013				2013-2014				2014-2015			
	#	%	M	F	#	%	M	F	#	%	M	F	#	%	M	F
African American/Black	410	92	148	262	396	87%	157	239	374	88	148	226	356	88	132	224
American Indian or Alaska Native	0	0	0	0	0	0%	0	1	0	0	0	0	0	0	0	0
Asian	13	3	9	4	13	3%	10	3	12	3	9	3	11	3	7	4
Hispanic/Latino	2	0	1	1	4	1%	2	2	0	0	0	0	4	1	2	2
White	20	4	12	8	34	7%	25	9	37	9	27	10	26	6	19	7
Native American or other Pacific Islander	0	0	0	0	0	0%	0	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	3	1%	0	3	3	1	2	1	4	1	2	2
Did not self-identify	2	0	0	2	4	1%	4	0	1	0	1	0	1	0	1	0
Total	447	100	170	277	455	100	198	257	427	100	187	240	404	100	165	239

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.

<u>The First-Year Experience</u>

The First-Year Experience (FYE) program is housed within the University College serves as the academic home for first-year and sophomore students. FYE is a place where these students receive specialized advisement, supplementary instruction, and guidance through the completion of the first 30 credits of their General Education plans of study. The FYE also provides strategic support services designed to assist students in their matriculation to upper division courses and acceptance into program majors.

New program enhancements include ensuring that students from the institution's SASA summer program are transitioned directly into the FYE upon summer completion. This has been beneficial in helping students as they matriculate into university life, making full use available academic and support services. Also, FYE has been instrumental in serving 3rd and 4th year students who may still need to take General Education courses.

<u>Student Academic Success Academy (SASA)</u>

The Summer Academic Success Academy (SASA) is an intensive, six-week comprehensive intervention services program that prepares incoming students for the rigors of post-secondary education, and of course matriculation into CSU. It is a campus-based, residential program that eases the transitioning of students from high school to college by helping them develop confidence in their ability to learn and early opportunities to earn college credit prior to the start of their anticipated fall semester. Students enrolled in this program are taught college-level survival skills, both academic and social. SASA students are exposed to concepts in financial literacy, career planning, personal growth, and to campus resources and support services.

The initial pilot stage of this program began in fall 2010. Full implementation occurred in the fall 2011 semester and has since then, yielded positive results that continue into today's current practices of the program's execution.

SASA 2014 completed its summer with 102 participants although the program began with 106 of which 63% were first-generation college students. Students in the program completed the program with a mean GPA of 3.22. Course pass rates are as follows: English 101 = 98%, MISY 150 = 100%, and ORIE 101 = 91.2%. Of the 102 program completers, 99 of them enrolled for the fall 2014 semester.

The university remains pleased with the outcomes of the SASA program. The funds provided have helped to administer a program that will continue to be a part of the fabric of the institution. CSU will continue to evaluate the overall effectiveness of the SASA program and look for ways to expand and serve additional students.

<u>Freshman Male Initiative</u>

This initiative is funded through a separate grant through the Maryland Higher Education Commission. In the summer of 2009, the Freshman Male Initiative program (FMI) was started in an effort to improve the persistence and graduation rates of male students. Since the inception of the program, FMI students have continued to be retained at higher rates than the general population of first-time full-time male and female students. In fact, our data reveals that the achievement gap between retention and graduation rates narrowed to less than 1%, closing part of the achievement gap for males when compared to female students (USM Minority Achievement Report, 2014).

Success of the program may be attributed to its features such as workshops for students with trained mentors, leadership opportunities, and workshops that focus on skills that are essential for college completion. These skills include time and stress management, study skills, leadership development, task prioritizing, financial literacy, and effective methods for balancing academic and social lives. The program is currently focused on junior or senior peer mentors with a minimum GPA of 3.0 mentoring two freshmen students. Mentors serve as the first point of contact for mentees to ask questions regarding University life.

In the first year of the program's existence (2009), FMI students had a retention rate of 76 percent. In the summer of 2013, the program served 45 male students, boasted a retention rate of 82%, and participants have an average grade point average of 2.7. These students are on schedule with the appropriate mix of courses and support services that would facilitate graduation within four years.

Data indicate that FMI has had a positive impact on first-year GPA and second-year retention. The University is currently reviewing plans to maintain support to expand the number of freshman male students served through the program.

<u>Study Abroad and International Programs</u>

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.

<u>International Student Coordinator</u>

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, 75% of them are female and 25% 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 2013-2014 and AY 2014-2015.

2008-2015 Demographic Profile of All Students

TABLE 1: Student Comparisons																
	Baseline: 2008-2009				2012-2013				2013-2014				2014-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	34?	86	722	2751	3254	90%	828	2426	3038	90	761	2277	2862	91%	768	2094
American Indian or Alaska Native	4	0	2	2	2	0%	1	1	3	0	2	1	3	0%	1	2
Asian	10	0	0	10	34	1%	11	23	34	1	10	24	20	1%	5	15
Hispanic/Latino	17	0	8	9	42	1%	8	34	46	1	12	34	26	1%	5	15
White	90	2	25	65	65	2%	26	39	74	3	25	49	59	2%	21	38
Native American or other Pacific Islander	0	0	0	0	0	0%	0	0	0	0	0	0	0	0%	0	0
Two or more races	0	0	0	0	69	2%	16	53	68	2	25	43	68	2%	22	46
Did not self-identify	45?	11	139	318	146	4%	35	111	102	3	27	75	95	3%	25	70
Total	40?	100	896	3155	3612	100%	925	2687	3383	100	864	2519	3133	100%	852	2281

Promoting Cultural Awareness

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.

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One University. A World of Experiences.

Cultural Diversity Program
Progress Report

Prepared by:

Office of the Provost

April 2015

Executive Summary

This report and associated demographic data provided in Appendix A outline Frostburg State University's significant progress over the last seven years toward achieving the objectives established in its 2008 Cultural Diversity Program. Frostburg State University's *Status Report on Campus-Based Hate Crimes and Bias-Motivated Incidents* appears at the end of the document.

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 minority student population at Frostburg represented 39.7% of its overall undergraduate population in the fall of 2014 (**Goal One**). Additionally, the number of undergraduate minority students enrolled at the University has increased 63.2%, from a total of 1,196 minority undergraduates in fall 2008 to 1,952 in fall 2014 - see Table 1 in Appendix A. African-American student headcount has grown by 40.8% over the last six years, from 1,004 in fall 2008 to 1,414 in fall 2014.

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 seven years, the University has worked to increase the retention and graduation rates of undergraduate minority and first generation students (**Goal Two**). For the fall 2013 cohort of first-time, full-time students, the University's second-year retention rates for African Americans (79.0%) and minorities (79.0%) exceed that of the total student population (76.0%). The retention rates decreased from 80.0% (cohort fall 2012) to 79.0% (cohort fall 2013) for African Americans, increased from 78.0% (cohort fall 2012) to 79.0% (cohort fall 2013) for all minorities, and decreased from 77.0% (cohort fall 2012) to 76.0% (cohort fall 2013) for all first-time, full-time students. Six-year graduation rates remained the same over the reporting period for African Americans and all minorities (cohort year 2007 to cohort year 2008): from 44.0% to 44.0% and from 43.0% to 43.0%, respectively; however, the graduation rate for this same time period (cohort year 2007 to cohort year 2008) increased from 47.0% to 49.0% for all first-time, full-time students.

The University has a number of both continuing and new programs intended to enhance student success and increase underrepresented minority and first-generation student retention and graduation rates. Continuing programs include The Championship Forum; TRiO Student Support Services (SSS); the Academic Enrichment Series; increased use of the student early-warning system, Beacon; and the restructuring of Frostburg's Tutoring Center's services. New initiatives included the Academic Success Network, Freshman Progress Survey, a pilot collaborative program to assist at-risk students, and academic workshops for athletes.

In accordance with its Cultural Diversity Program, the University continues to increase the number of minority faculty and staff at the institution (**Goal Three**). As of December 2014, Frostburg State University's workforce consisted of 1,055 full and part-time employees (386 faculty and 669 staff members). Academic Affairs had 39 minority faculty members, which represented 10% of all faculty on campus. Minority staff members (46) were employed at a rate of 6.9 percent.

Within the Academic Affairs Division, 22 faculty searches were conducted in FY 2014, with 27% of the positions filled by minority applicants. The University administration conducted 38 searches in FY 2014. Of these searches, minorities filled 2.4% of the hires.

During FY15, the University's Office of Human Resources (OHR) implemented a new online onboarding program using PeopleAdmin software. The program is designed to provide services that will enable employees to efficiently and effectively grow in their work opportunities from the first day of their employment. The Office of Human Resources has been charged with promoting an environment where employees are treated fairly and equitably, diversity is respected, employee contributions are recognized and valued, and development opportunities are encouraged.

In August 2014, Frostburg's Office of Human Resources also implemented a Development and Leadership Series which meets monthly to provide managers training that will lead to increased employee advancement and retention. The cohort consists of 10 individuals from FSU faculty and staff. The goals of the program include enhancing participants' leadership and supervisory skills; raising awareness of conflict styles and approaches to conflict resolution; building a fundamental understanding of employment and labor laws; and building the skills required to make a diverse workforce and foster 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 entities 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 2014-15. Work groups were established to focus on the council's five primary objectives: exploring student-focused issues; engaging students in a campus climate survey; creating a safe and welcoming campus environment; supporting University efforts for the recruitment and retention of a culturally rich population of students, faculty, and staff; and working with NCBI to serve as a vehicle to promote diversity education and training. The council also provides recommendations about best practices, offers information regarding current research in the field, and partners with units on campus to offer relevant programming to the campus community.

The Diversity Center primarily reaches out to racial identity groups and other marginalized student identity groups through serving as an advisor or consultant (providing resources as needed) to these organizations: African Student Alliance, Black Student Alliance, HILLEL, Japanese Cultural Club, Latin American Student Organization, NAACP, National Council of Negro Women, National Pan-Hellenic Council, and Spectrum (formerly BTGLASS- an advocacy organization that works to support and promote awareness around lesbian, gay, bisexual, and transgender issues), and the UVUGD Gospel Choir. Diversity Center staff engages in leadership development for the executive boards of the various organizations. It also advises and assists organizations in planning and executing activities, programs, and meetings.

Another aspect of the work of the Diversity Center involves the University's required orientation course for all freshmen, Introduction to Higher Education Course (ORIE 101). Students enrolled in ORIE must participate in University programs. One of these programs, which is sponsored by the Diversity Center, must be an introductory National Coalition Building Institute (NCBI) workshop that covers living in a diverse community and respecting and celebrating others' differences.

Since 1991, the Diversity Center and the Office of the Provost have partnered with the University of Maryland College Park, Academic Achievement Program's McNair Scholars. The mission of this program is to

increase the number of underrepresented minorities enrolled in graduate school to expressly pursue doctoral degrees. Students in the program are provided intense advising, study strategies, and academic enrichment. They are also paired with faculty mentors to develop research skills. Additionally, students receive financial counseling and assistance to prepare for the graduate school admissions process. Since the program's inception, there have been 76 students from Frostburg participating in this unique program. The six-year graduation rate for these students has been 100%. Over 32% of the participants have been males.

The University's Center for International Education (CIE) actively recruits international students in order to promote the understanding of international cultures at Frostburg (**Goal Five**). In fall semester 2014, Frostburg enrolled 98 students from 24 countries. University records indicate that the first year in which a significant number of international students were enrolled at Frostburg was fall 2007. At that time, only 28 international students attended the University. Between fall 2007 and fall 2014 the number of international students at Frostburg has increased by 250 percent. The CIE works with all departments across campus to ensure a continued growth in international diversity.

Frostburg State University is continually adding exchange partners across the world to increase the diversity of international students and 2014 was no exception. The CIE worked to establish new partnerships with institutions in France, China, and Vietnam. Additionally, potential partners in Kazakhstan, Japan, Spain, Peru, and Ecuador were vetted and continue to be discussed as potential partners in the future. Through these strong partnerships from over 16 different countries, the University welcomed during the reporting period 49 exchange students and three visiting exchange professors. The students study English and academic courses, while the visiting faculty members observe teaching methods, conduct research, and share their knowledge with the Frostburg faculty.

Academic success and intercultural interaction is the key to establishing a strong connection between the various nationalities represented at Frostburg. The CIE is tasked with this important responsibility and helps coordinate activities for the students while encouraging them to participate in all activities offered at the University. To assist in this process, Frostburg offers English as a Second Language (ESL) courses for international students to feel more confident during these interactions. Additionally, numerous cultural activities are offered each month through the CIE that introduce international students to American cultures.

The CIE works diligently to not only increase diversity at the University, but to also increase international experiences for Frostburg students and faculty. In 2014, 64 Frostburg students studied on every continent except for Antarctica. In 2014, the CIE partnered with the Simplicity Corporation to move the promotion and application process for study abroad to an online format. This new online format will help streamline the study abroad process for Frostburg students and hopefully encourage additional participation in this wonderful opportunity for expanding horizons and developing personal growth through experiential learning across the globe. The implementation of the program is expected in early 2015.

In addition to those provided by the CIE, another international opportunity for students 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 2014-2015, the President's Leadership Circle has been honed into 12 top performing student leaders on our campus. These students were divided into two smaller groups to partake in unique experiential learning opportunities. The first group traveled to India where they spent time not only learning about the culture of both Indians and refugees from Tibet, but also working and volunteering to promote education for all. The second group will be traveling to Uganda in March 2015 to assist the Water School in Nebbi with water purification as well as furthering educational opportunities for rural Ugandan.

Section I
Introduction to the Report
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 seven 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 continues to be 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 increase sensitivity to global perspectives and ideas among campus constituencies (Goal 5). Frostburg State University's *Status Report on Campus-Based Hate Crimes and Bias-Motivated Incidents* appears at the end of this document.

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

As part of its Cultural Diversity Program, Frostburg State University commits 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 39.7% of its overall undergraduate population in the fall of 2014. Additionally, the number of undergraduate minority students enrolled at the University has increased 63.2%, from a total of 1,196 minority undergraduates in fall 2008 to 1,952 in fall 2014 - see Table 1 in Appendix A. African-American student headcount has grown by 40.8% over the last six years, from 1,004 in fall 2008 to 1,414 in fall 2014.

Enhancing Marketing and Recruitment Efforts that Target Underrepresented Students

The Admissions Office has consistently purchased a significant percentage of minority names over the last seven 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 30.0% for the fall 2014 class.

Table 1
Student Search Service Comparisons
Fall 2008 to Fall 2014

Race/ Ethnicity	Fall 2008 Inquiries N	%	Fall 2009 Inquiries N	%	Fall 2010 Inquiries N	%	Fall 2011 Inquiries N	%	Fall 2012 Inquiries N	%	Fall 2013 Inquiries N	%	Fall 2014 Inquiries 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%	1,284	3.6%
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%	4,747	13.5%
Amer Ind or Alaska Nat	159	0.4%	167	0.4%	189	0.5%	165	0.5%	175	0.5%	189	0.5%	147	0.4%
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%	3,675	10.4%
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%	2,165	6.1%
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%	23,228	65.9%
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%	35,246	100.0%

Data Source: PeopleSoft Queries F08, F09;orig SSS file F10, F11,F12,F13,F14

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

Over the reporting period, the Office of Admissions hosted approximately 350 prospective fall 2014 students during 14 different bus trips to Frostburg from primarily minority high schools. Additionally, 53.5% of prospective fall 2014 students attending Admissions-sponsored admitted student receptions were minorities (53 of 99 students).

Enhancing and Promoting College-Readiness Programs

College-readiness programs help to prepare underrepresented students for postsecondary education at Frostburg. Over the last four years, the grant-based Upward Bound program has served a total of 144 different participants, and 20.1% of these self-identified as 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 61% of program participants over five years self-identified as minorities. Of the 231 former program participants who graduated from high school by 2009, 217 (94%) subsequently enrolled at a college or university and 127 (59%) 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 172 in fall 2014, representing a 244% increase.

Table 2
Transfer Students by Race/Ethnicity
Fall 2008 to Fall 2014

Race/Ethnicity	Fall 2008 N	Fall 2008 %	Fall 2009 N	Fall 2009 %	Fall 2010 N	Fall 2010 %	Fall 2011 N	Fall 2011 %	Fall 2012 N	Fall 2012 %	Fall 2013 N	Fall 2013 %	Fall 2014 N	Fall 2014 %
Unknown	5	1.3%	7	1.7%	6	1.5%	3	0.6%	3	0.6%	5	1.0%	2	0.4%
African American/Black	39	10.5%	56	13.5%	60	14.5%	85	18.1%	78	16.7%	86	17.0%	115	20.2%
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%	15	2.6%
Hisp/Latino	6	1.6%	7	1.7%	14	3.4%	15	3.2%	12	2.6%	18	3.6%	23	4.0%
White	298	80.3%	311	74.8%	304	73.6%	318	67.7%	320	68.4%	309	60.9%	344	60.4%
Other	18	4.9%	30	7.2%	27	6.5%	31	6.6%	34	7.3%	59	11.6%	52	9.1%
Hawaiian	.	.	.	.	.	.	.	.	1	.	.	.	1	0.2%
Two or More Races	.	.	.	.	.	.	13	2.8%	11	2.4%	20	3.9%	18	3.2%
All	371	100.0%	416	100.0%	413	100.0%	470	100.0%	468	100.0%	507	100.0%	570	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 seven years, the University has worked to increase the retention and graduation rates of undergraduate minority and first generation students. For the fall 2013 cohort of first-time, full-time students, the University's second-year retention rates for African Americans (79.0%) and minorities (79.0%) exceed that of the total student population (76.0%). The retention rates decreased from 80.0% (cohort fall 2012) to 79.0% (cohort fall 2013) for African Americans, increased from 78.0% (cohort fall 2012) to 79.0% (cohort fall 2013) for all minorities, and decreased from 77.0% (cohort fall 2012) to 76.0% (cohort fall 2013) for all first-time, full-time students. Six-year graduation rates remained the same over the reporting period for African Americans and all minorities (cohort year 2007 to cohort year 2008): from 44.0% to 44.0% and from 43.0% to 43.0%, respectively; however, the graduation rate for this same time period (cohort year 2007 to cohort year 2008) increased from 47.0% to 49.0% for all first-time, full-time students.

The University has a number of both continuing and new programs intended to enhance student success and increase underrepresented minority and first-generation student retention and graduation rates. Continuing programs include The Championship Forum; Trio Student Support Services (SSS); the Academic Enrichment Series; increased use of the student early-warning system, Beacon; and the restructuring of Frostburg's Tutoring Center's services. New initiatives included the Academic Success Network, Freshman Progress Survey, a pilot collaborative program to assist at-risk students, and academic workshops for athletes.[1]

Continuing University Programs to Enhance Student Success

Championship Forum Program

For a third consecutive year, in spring 2014 Frostburg was awarded a Maryland College Access Challenge Grant in the amount of $34,015 to operate a program with the purpose of improving the persistence rate of Pell-awarded, academically at-risk freshman and sophomore male students. The main components of this highly successful program, entitled *The Championship Forum*, are intensive advising with academic coaches; mandatory workshops on financial literacy, learning strategies, and personal growth topics; and weekly study hall sessions. Participants who fulfill program requirements are eligible for a $550 stipend.
Below are the mid-year results of Frostburg's 2014/2015 *Championship Program*.

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[1] Frostburg State University's January 2015 Achievement Gap Report also references the programs and initiatives discussed in this document under Goal Two.

- Number of participants: 42 male students for spring 2014; 57 male students for fall 2014.
- 84% of the 57 program participants are African-American, Latino, or multi-racial.
- 98% of spring semester participants (41of 42) returned for the fall semester.
- 45% (19 of 42) of program participants earned a 3.0 or better for the spring 2014 semester; 10 of them were on the Dean's List.

TRiO Student Support Services (SSS)

   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. Of these program participants in 2013-2014, 68.8% were underrepresented minority students and 40.7% were males. 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 intensive advising, establishment of an academic requirement plan, financial aid and financial literacy counseling, tutoring, academic/personal skills development, and assistance with the graduate school application process.

   The SSS program has three student persistence or graduation objectives, all of which were exceeded during the reporting period. The success of males in the program equaled or exceeded that of other participants in 2013-2014.

> *Objective 1: Seventy-five percent (75%) of all participants served by the SSS project will persist from one academic year to the beginning of the next academic year or graduate.*
>
> Persistence Rate for all Participants 2013-14: 91%
>
> *Objective 2: Eighty-five percent (85%) of all enrolled participants served by the SSS project will meet the performance level required to stay in good academic standing.*
>
> Good Academic Standing Rate for all Participants 2013-14: 93%
>
> *Objective 3: Fifty percent (50%) of new participants served each year will graduate within six years.*
>
> Graduation Rate 2008-09 Entering Participants: 64%

Academic Enrichment Series

   The Academic Enrichment Series (AES), a cooperative program between Frostburg's divisions of academic affairs and student affairs, features workshops on learning strategies, technology skill building, and career development. Students attending the workshops build relationships with faculty and staff presenters, increasing the likelihood that participants will use campus resources important for student success. Initially AES programs were established for low income, underrepresented minority students, and topics were selected specifically to help these students benefit from resources on campus – especially financial aid and tutoring. Presently, the programs also serve a wider student population. The following student participation numbers include individuals who participated in more than one workshop. During the reporting period (fall 2013- spring 2014), there was nearly a 6% increase in the number of attendees, with 628 participants attending 16 different themed sessions in comparison to 593 during the previous reporting period (fall 2012-spring 2013). There was a fall-to-fall increase in attendance (fall 2012:191 and fall 2013: 325); however, the spring-to-spring attendance decreased (spring 2013: 402 and spring 2014: 303). Some of the decline during this period was likely due to weather closures and delays on campus.

<u>Increased Use of Beacon</u>

The 2013-2014 academic year saw a significant increase in faculty and staff use of the Beacon early alert system with twice as many users (150 vs. 74) and over four times the number of notifications posted (2,755 vs. 618). The primary topics for Beacon notifications continued to be concerns about students' attendance and assignment/test performance. The Beacon notifications give athletic coaches, academic support staff, freshman advisors, and faculty opportunities to reach out to students and help them access support services and improve academic behaviors. The increased communication among faculty, staff, and students has created a stronger and better informed network of support for students.

<u>Restructuring of the Tutoring Center Services</u>

The FSU Tutoring Center is a College Reading and Learning Association (CRLA) certified tutoring program. The CRLA is an international body that establishes peer tutoring standards and training curriculum and independently reviews tutoring and learning centers for operational excellence. Frostburg's center historically has provided peer tutoring in groups and on an individual basis to students experiencing difficulty in specific 100 and 200-level courses. The center is restructuring its services by expanding current centralized tutoring in writing and math to include courses in the natural sciences and business. The purpose of these changes is to provide more focused, effective, and efficient tutoring services. Another goal of the restructuring of services is to decrease the achievement gap of underrepresented minority students by providing additional support for courses with high "D," "F," and "W" rates. In fall 2013, the center provided tutoring services to 787 students with 641 served in spring 2014. Spring 2014 also saw an increase in student use of the center's mathematics tutoring services and the initiation of centralized biology tutoring in efforts to focus on STEM disciplines to prepare historically under-represented students for demands of the future.

New University Programs to Enhance Student Success

In fall 2014, Frostburg undertook several new initiatives expected to increase student persistence and graduation rates at the University and contribute to the University System of Maryland's goal of cutting the achievement gap in Maryland's public universities in half by 2015. These initiatives include the establishment of the Academic Success Network, the creation of the Freshman Progress Survey, a collaborative pilot program established by the director of the Diversity Center and assistant provost for student success and retention, and academic workshops for student athletes. In addition to these new actions, the University continues to pursue improved student persistence and graduation rates through the increased use of its existing Beacon student early alert system and the restructuring of services provided by its Tutoring Center.

<u>Academic Success Network</u>

Created in the summer of 2014, the Academic Success Network, under the direction of an associate provost, encompasses the efforts of Programs Advancing Student Success (PASS), TRiO Student Support Services (SSS), Disability Support Services (DSS), programs managed by the assistant provost for student success and retention, and the new Center for Academic Advising and Retention (CAAR).

As in the past, PASS oversees the Tutoring Center and related services. The assistant provost for student success and retention moved into CAAR and continues to oversee efforts to retain upper-classmen, reduce the achievement gap, and develop and implement intervention initiatives for at-risk students. The Center for Academic Advising and Retention also manages the freshman orientation classes (ORIE), as well as directs students to appropriate services. The director of freshman advising and retention leads these freshman-oriented programs.

<u>Freshman Progress Survey</u>

Recognizing that by the time mid-term warnings come along, some students are too far behind to catch up before the end of the semester, Frostburg instituted a survey that was completed at the third and fifth weeks of fall 2014 by all faculty who teach first-semester, first-year students. The survey simply asked instructors to identify any issues they may have encountered that would impact a student's success, such as poor attendance, inattention, not completing assignments, or low test scores. Instructors' comments were shared with advisors who could then assist advisees with establishing a plan for tutoring or other interventions.

Just under half of the faculty responded to the surveys, indicating a need for greater buy-in, but by the middle of the academic term, 100 fewer freshmen received warnings this year than last year (418 vs. 518) in a first-year class that was 64 students larger this fall (961 vs. 897 in fall 2013). For the spring 2015 semester, there was a 7% increase in the number of freshmen in good academic standing when compared to the percentage for spring 2014. Demographic data was not collected during this pilot. However, the future use of the survey will gather student demographic data in order to assess its impact on Frostburg's gender-based achievement gap and the retention of all students.

<u>Collaborative Pilot Program to Assist At-Risk Students</u>

Upon review of institutional data that indicated students were withdrawing from Frostburg for nonacademic reasons, the director of the Diversity Center and assistant provost for student success and retention established a collaborative and evidenced-based pilot program that facilitates student academic success along with personal development and responsibility. Under the pilot program, Diversity Center and Center for Academic Advising and Retention staff mediate roommate disputes, conduct diversity training, and provide service and leadership opportunities for students to improve their communication skills and enhance their enjoyment, appreciation, and respect of Frostburg's diverse university community.

<u>Academic Workshops for Athletes</u>

The assistant provost for student success and retention works collaboratively with the Department of Athletics to conduct academic workshops for Frostburg's football players to further the retention of these students and improve the overall male persistence and graduation rates at the University. The workshops are designed to meet the needs of a diverse population, including African American, Latino, and Pell-eligible students who are members of the team. The fall 2013 team roster had 159 members. Of these players, 38.9% were African Americans, 4.4% were Latinos, and 38.9% were low-income students as identified by their Pell eligibility.

During summer training in 2013, when the athletes returned to campus, the assistant provost presented a workshop that focused on learning strategies. Student athletes were administered a learning styles inventory and the results were interpreted for both students and coaches. The students were also provided study strategies to enhance their preferred styles of acquiring and retaining new information. The goal was to develop independent learners who benefit from their strengths. The coaches were given resources to augment the material covered during the session, which could be used throughout the year to assist the team.

GOAL THREE: ENHANCE THE CULTURAL DIVERSITY OF FACULTY AND STAFF

In accordance with its Cultural Diversity Program, Frostburg continues to increase the number of minority faculty and staff at the institution. As of December 2014, Frostburg State University's workforce consisted of 1,055 full and part-time employees (386 faculty and 669 staff members).

Academic Affairs had a total of thirty-nine minority (39) faculty members, which represented 10% of all faculty on campus - see Table 2 in Appendix A. Of these, nine were minority non-tenure track faculty,

including two (1.2%) African American/Black faculty; two (1.2%) Asian; three (1.7%) Hispanic/Latino; one (0.6%) Native Hawaiian or Pacific Islander; and one (0.6%) American Indian. Of the 30 minority tenured or tenure-track faculty, nine (4.2%) were African American/Black faculty, 17 (7.9%) Asian, and four (1.9%) Hispanic/Latino.

Minority staff members (46) were employed at a rate of 6.9%. - see Table 3 in Appendix A. Within the staff there were 27 African American/Black (4.0%), 11 Asian (1.6%), four Hispanic/Latino (0.6%), one American Indian (0.1%), and three individuals who were two or more races (0.4%).

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

Within the Academic Affairs Division, 22 faculty searches were conducted in FY 2014, with 27% of the positions filled by minority applicants. In the College of Arts and Sciences, two Asian faculty members were added to the Computer Science and Biology department respectively. The Computer Science department also added one African American/Black faculty member. One Asian faculty member was hired within the College of Business, and one African American/Black in the Department of Communication Studies. The University administration conducted 38 searches in FY 2014. Of these searches, minorities filled 2.4% of the hires.

Online Onboarding Program

During FY15, the University's Office of Human Resources (OHR) implemented a new online onboarding program using PeopleAdmin software. The program is designed to provide services that will enable employees to efficiently and effectively grow in their work opportunities from the first day of their employment. The Office of Human Resources has been charged with promoting an environment where employees are treated fairly and equitably, diversity is respected, employee contributions are recognized and valued, and development opportunities are encouraged.

The Leadership Series

In August 2014, Frostburg's Office of Human Resources also implemented a Development and Leadership Series, which meets monthly to provide training to managers that will lead to increased employee advancement and retention. The cohort consists of 10 individuals from FSU faculty and staff. 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.

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 entities that help to address these priorities are the President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI) and Frostburg State University's 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 2014-15. Work groups were established to focus on the council's five primary objectives: exploring student-focused issues; engaging students in a campus climate survey; creating a safe and welcoming campus environment; supporting University efforts for the recruitment and retention of a culturally rich population of students, faculty, and staff; and working with NCBI to serve as a vehicle to promote diversity education and training. The council also provides recommendations about best practices, offers information regarding current research in the field, and partners with units on campus to offer relevant programming to the campus community.

The Diversity Center

The Diversity Center primarily reaches out to racial identity groups and other marginalized student identity groups through serving as an advisor or consultant (providing resources as needed) to these organizations: African Student Alliance, Black Student Alliance, HILLEL, Japanese Cultural Club, Latin American Student Organization, NAACP, National Council of Negro Women, National Pan-Hellenic Council, and Spectrum (formerly BTGLASS- an advocacy organization that works to support and promote awareness around lesbian, gay, bisexual, and transgender issues), and the UVUGD Gospel Choir. Diversity Center staff engages in leadership development for the executive boards of the various organizations. It also advises and assists organizations in planning and executing activities, programs, and meetings. The number of participants served is fluid based on participation and organization membership. However, every African American/Black, Asian, Indigenous, and Latino student identified as such in the PAWS system receives a "Welcome" letter at the beginning of the fall semester informing them of the services of the office and the opportunity to become engaged through the various student groups. Assessment measures for these programs are being developed.

Another aspect of the work of the Diversity Center involves the University's required orientation course for all freshmen, Introduction to Higher Education Course (ORIE 101). Students enrolled in ORIE must participate in University programs. One of these programs, which is sponsored by the Diversity Center, must be an introductory National Coalition Building Institute (NCBI) workshop that covers living in a diverse community and respecting and celebrating others' differences.

Since 1991, the Diversity Center and the Office of the Provost have partnered with the University of Maryland College Park, Academic Achievement Program's McNair Scholars. The mission of this program is to increase the number of underrepresented minorities enrolled in graduate school to expressly pursue doctoral degrees. Students in the program are provided intense advising, study strategies, and academic enrichment. They are also paired with faculty mentors to develop research skills. Additionally, students receive financial counseling and assistance to prepare for the graduate school admission process. Since its inception, there have

been 76 students from Frostburg participating in this unique program. The six-year graduation rate for these students has been 100%. Over 32% of the participants have been males.

GOAL FIVE: PROMOTE THE UNDERSTANDING OF INTERNATIONAL CULTURES

The Center for International Education

The University's Center for International Education (CIE) actively recruits international students in order to promote the understanding of international cultures at Frostburg (**Goal Five**). In fall semester 2014, Frostburg enrolled 98 students from 24 countries. University records indicate that the first year in which a significant number of international students were enrolled at Frostburg was fall 2007. At that time, only 28 international students attended the University. Between fall 2007 and fall 2014 the number of international students at Frostburg has increased by 250 percent. The CIE works with all departments across campus to ensure a continued growth in international diversity.

Increasing the Number of International Students

Frostburg State University is continually adding exchange partners across the world to increase the diversity of international students and 2014 was no exception. The CIE worked to establish new partnerships with institutions in France, China, and Vietnam. Additionally, potential partners in Kazakhstan, Japan, Spain, Peru, and Ecuador were vetted and continue to be discussed as potential partners in the future. Through these strong partnerships from over 16 different countries, the University welcomed 49 exchange students and three visiting exchange professors. The students study English and academic courses, while the visiting faculty members observe teaching methods, conduct research, and share their knowledge with the Frostburg faculty.

Establishing Strong Connections for International Students

Academic success and intercultural interaction is the key to establishing a strong connection between the various nationalities represented at Frostburg. The CIE is tasked with this important responsibility and helps coordinate activities for the students while encouraging them to participate in all activities offered at the University. To assist in this process, Frostburg offers English as a Second Language (ESL) courses for international students to feel more confident during these interactions. Additionally, numerous cultural activities are offered each month through the CIE that introduce international students to American cultures.

Increasing International Opportunities for Students

The CIE works diligently to not only increase diversity at the University, but to also increase international experiences for Frostburg students and faculty. In 2014, 64 Frostburg students studied on every continent except for Antarctica. These students were able to bring a wealth of experiences back to their classes and perhaps changed their outlook on the world. In order to encourage the students to study abroad each year, the CIE staff members visit classrooms, host successful bi-annual study abroad information fairs, hold bi-weekly information sessions with prospective and past study abroad students to share experiences, and promote study abroad at Admissions open house events to encourage prospective students to get excited about Frostburg and plan for their future study abroad opportunities. Furthermore, in 2014 the CIE has partnered with the Simplicity Corporation to move the promotion and application process for study abroad to an online format. This new online format will help streamline the study abroad process for Frostburg students and hopefully encourage additional participation in this wonderful opportunity for expanding horizons and developing personal growth through experiential learning across the globe. The implementation of the program is expected in early 2015.

The President's Leadership Circle

In addition to those provided by the CIE, another international opportunity for students 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 2014-2015, the President's Leadership Circle has been honed into 12 top performing student leaders on our campus. These students were divided into two smaller groups to partake in unique experiential learning opportunities. The first group traveled to India where they spent time not only learning about the culture of both Indians and refugees from Tibet, but also working and volunteering to promote education for all. The second group will be traveling to Uganda in March 2015 to assist the Water School in Nebbi with water purification as well as furthering educational opportunities for rural Ugandan.

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

The University's process for responding to hate crimes and bias motivated incidents remains the same as documented in the February 2009 Cultural Diversity Program. Campus crime and arrest data are compiled by the University Police Department and submitted to the Maryland State Police as part of the Uniform Crime Report. During the reporting period (February 2014 to February 2015), there were two reported bias-motivated incidents. University Police investigated both incidents (see Table A below).

Table A
Status Report on Campus-Based Hate Crimes and Bias-Motivated Incidents
February 2014 to February 2015

Date	Location	Incident	Summary
9/3/14	Ort Library	Racial Defacement/ Damage to Property	A Frostburg State University student reported that someone had written a racial slur on the wall of a study room on the 5th floor of the library.
11/16/14	Stadium Drive (FSU Campus)	Hate Crime	A Frostburg State University student reported that he was walking on Stadium Drive when the occupants of a passing vehicle began to yell racial slurs at him.

Source: University Police Department

FROSTBURG
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Appendix A

Cultural Diversity Program
Progress Report

Comparison Tables for
Faculty, Staff, and Students

Prepared by

The Office of the Provost

April 2015

Frostburg State University
Comparison Tables for Faculty, Staff, and Students

Table 1
Student Headcount by Career

Career		Fall 2008				Fall 2012				Fall 2013				Fall 2014			
		Male	Female	All		Male	Female	All		Male	Female	All		Male	Female	All	
		N	N	N	%	N	N	N	%	N	N	N	%	N	N	N	%
Doctorate	Unknown	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	African American/Black	.	.	.	.	.	.	.	.	.	.	.	.	.	1	1	1.45
	Amer Ind or Alaska Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Hisp/Latino	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	White	.	.	.	.	.	.	.	.	.	.	.	.	21	45	66	95.70
	Other	.	.	.	.	.	.	.	.	.	.	.	.	.	1	1	1.45
	Native Hawaiian or Pac Island	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Two or More Races	.	.	.	.	.	.	.	.	.	.	.	.	1	.	1	1.45
	All	.	.	.	.	.	.	.	.	.	.	.	.	22	47	69	100
Graduate	Unknown	3	10	13	2.05	4	5	9	1.14	18	13	31	4.03	39	26	65	9.83
	African American/Black	6	11	17	2.69	20	21	41	5.19	16	30	46	5.97	19	32	51	7.72
	Amer Ind or Alaska Nat	.	2	2	0.32	.	2	2	0.25	.	2	2	0.26	.	1	1	0.15
	Asian	2	2	4	0.63	11	7	18	2.28	12	5	17	2.21	11	4	15	2.27
	Hisp/Latino	.	4	4	0.63	3	6	9	1.14	6	6	12	1.59	4	5	9	1.36
	White	207	378	585	92.4	242	423	665	84.18	231	394	625	81.17	185	298	483	73.10
	Other	1	7	8	1.26	25	11	36	4.56	16	11	27	3.51	13	11	24	3.63
	Native Hawaiian or Pac Island	.	.	.	.	1	.	1	0.13	1	.	1	0.13	1	.	1	0.15
	Two or More Races	.	.	.	.	3	6	9	1.14	4	5	9	1.17	4	8	12	1.82
	All	219	414	633	100	309	481	790	100	304	466	770	100	276	385	661	100
Undergraduate	Unknown	50	53	103	2.25	27	22	49	1.06	28	24	52	1.11	28	24	52	1.06
	African American/Black	501	503	1004	21.9	602	559	1161	25.07	663	609	1272	27.04	708	706	1414	28.77
	Amer Ind or Alaska Nat	6	9	15	0.33	3	1	4	0.09	3	2	5	0.11	3	2	5	0.10
	Asian	47	34	81	1.77	38	18	56	1.21	31	28	59	1.25	37	47	84	1.71
	Hisp/Latino	58	38	96	2.1	76	67	143	3.09	100	110	210	4.46	105	130	235	4.78
	White	1695	1555	3250	70.9	1506	1459	2965	64.03	1448	1398	2846	60.50	1367	1446	2813	57.23
	Other	11	22	33	0.72	30	39	69	1.49	42	45	87	1.85	43	55	98	1.99
	Native Hawaiian or Pac Island	.	.	.	.	6	6	12	0.26	3	2	5	0.11	2	2	4	0.08
	Two or More Races	.	.	.	.	80	92	172	3.71	83	85	168	3.57	95	115	210	4.27
	All	2368	2214	4582	100	2368	2263	4631	100	2401	2303	4704	100	2388	2527	4915	100
All		2587	2628	5215	100	2677	2744	5421	100	2705	2769	5474	100	2686	2959	5645	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

Tenure Status	Race/Ethnicity*	2008 Male N	2008 Female N	2008 All N	2008 All %	2012** Male N	2012** Female N	2012** All N	2012** All %	2013** Male N	2013** Female N	2013** All N	2013** All %	2014** Male N	2014** Female N	2014** All N	2014** All %
Non-Tenure Track	Unknown	.	.	.	.	.	.	.	.	1	.	1	0.56	5	5	10	5.81
	African American/Black	1	1	2	1.34	.	2	2	1.20	.	3	3	1.69	.	2	2	1.16
	Amer Ind or Alaska Nat	.	.	.	.	.	.	.	.	.	1	1	0.56	1	.	1	0.58
	Asian	1	3	4	2.68	1	1	2	1.20	1	2	3	1.69	1	1	2	1.16
	Hisp/Latino	.	1	1	0.67	.	4	4	2.41	1	3	4	2.25	1	2	3	1.74
	White	69	73	142	95.3	75	81	156	93.98	80	84	164	92.13	65	86	151	87.79
	Other	.	.	.	.	1	.	1	0.60	2	.	2	1.12	.	2	2	1.16
	Native Hawaiian or Pac Island	.	.	.	.	.	.	.	.	.	.	.	.	1	.	1	0.58
	All	71	78	149	100	78	88	166	100	85	93	178	100	74	98	172	100
Tenure/ Tenure Track	Unknown	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	African American/Black	6	2	8	3.83	7	2	9	4.25	6	2	8	3.74	6	3	9	4.21
	Asian	9	7	16	7.66	10	7	17	8.02	12	7	19	8.88	11	6	17	7.94
	Hisp/Latino	1	3	4	1.91	1	3	4	1.89	1	2	3	1.40	1	3	4	1.87
	White	113	68	181	86.6	107	75	182	85.85	111	73	184	85.98	106	70	176	82.24
	Other	.	.	.	.	.	.	.	.	.	.	.	.	6	2	8	3.74
	All	129	80	209	100	125	87	212	100	130	84	214	100	130	84	214	100
All		200	158	358	100	203	175	378	100	215	177	392	100	204	182	386	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 2014 data based on the new race/ethnicity codes.

** 2012 through 2014 data reflect the Maryland Higher Education Commission's Standard Occupational Classifications.

Frostburg State University
Comparison Tables for Faculty, Staff, and Students

Table 3
Staff By Principle Occupational Assignment

Year

Occupational Code	Race/Ethnicity*	2008 Male N	2008 Female N	2008 All N	2008 All %	2012** Male N	2012** Female N	2012** All N	2012** All %	2013** Male N	2013** Female N	2013** All N	2013** All %	2014** Male N	2014** Female N	2014** All N	2014** All %
Exec/Admin/Mngr	Unknown	.	.	.	.	2	.	2	0.82	4	5	9	3.7	1	2	3	1.25
	African American/Black	2	1	3	5.26	7	4	11	4.49	.	.	.	.	4	5	9	3.75
	Amer Ind or Alaska Nat	1	.	1	1.75	1	.	1	0.41	.	.	.	.	.	.	.	.
	Asian	.	.	.	.	5	.	5	2.04	4	.	4	1.65	4	.	4	1.67
	Hisp/Latino	.	.	.	.	1	2	3	1.22	1	1	2	0.82	.	.	.	.
	White	36	17	53	92.98	103	120	223	91.02	104	124	228	93.83	98	125	223	92.92
	Other	.	.	.	.	.	.	.	.	.	.	.	.	1	.	1	0.42
	All	39	18	57	100	119	126	245	100	113	130	243	100	108	132	240	100
Teaching Assist	White	.	.	.	.	.	.	.	.	.	.	.	.	2	5	7	100
	All	.	.	.	.	.	.	.	.	.	.	.	.	2	5	7	100
Professional	Unknown	.	.	.	.	.	.	.	.	2	1	3	2.97	4	.	4	4.12
	African American/Black	3	3	6	4.05	.	4	4	3.23	1	5	6	5.94	4	2	6	6.19
	Amer Ind or Alaska Nat	1	.	1	0.68	.	.	.	.	.	.	.	.	.	.	.	.
	Asian	3	.	3	2.03	2	1	3	2.42	.	1	1	0.99	2	1	3	3.09
	Hisp/Latino	.	1	1	0.68	2	1	3	2.42	1	1	2	1.98	.	1	1	1.03
	White	59	78	137	92.57	33	81	114	91.94	28	61	89	88.12	23	56	79	81.44
	Other	.	.	.	.	.	.	.	.	.	.	.	.	.	3	3	3.09
	Two or more races	.	.	.	.	.	.	.	.	.	.	.	.	.	1	1	1.03
	All	66	82	148	100	37	87	124	100	32	69	101	100	33	64	97	100
Clerical	Unknown	.	2	2	1.11	.	2	2	1.08	2	2	4	2.26	5	9	14	7.78
	African American/Black	3	8	11	6.11	6	7	13	7.03	6	7	13	7.34	5	6	11	6.11
	Amer Ind or Alaska Nat	.	.	.	.	.	.	.	.	.	.	.	.	1	.	1	0.56
	Asian	.	2	2	1.11	.	1	1	0.54	.	1	1	0.56	1	3	4	2.22
	Hisp/Latino	1	.	1	0.56	.	3	3	1.62	1	.	1	0.56	1	1	2	1.11
	White	17	147	164	91.11	31	134	165	89.19	32	122	154	87	28	118	146	81.11
	Other	.	.	.	.	.	1	1	0.54	2	2	4	2.26	.	.	.	.
	Two or More Races	.	.	.	.	.	.	.	.	.	.	.	.	1	1	2	1.11
	All	21	159	180	100	37	148	185	100	43	134	177	100	42	138	180	100
Technical	Hisp/Latino	1	.	1	2	.	.	.	.	.	.	.	.	.	.	.	.
	White	25	24	49	98	1	5	6	100	1	6	7	100	1	6	7	100
	All	26	24	50	100	1	5	6	100	1	6	7	100	1	6	7	100
Skilled Crafts	Unknown	1	.	1	2.86	.	.	.	.	.	.	.	.	2	1	3	3.3
	African American/Black	.	.	.	.	.	1	1	1.1	1	1	2	2.11	.	1	1	1.1
	Asian	.	.	.	.	.	1	1	1.1	.	.	.	.	.	.	.	.
	Hisp/Latino	.	.	.	.	1	.	1	1.1	1	.	1	1.05	1	.	1	1.1
	White	33	1	34	97.14	46	42	88	96.7	47	45	92	96.84	44	42	86	94.51
	All	34	1	35	100	47	44	91	100	49	46	95	100	47	44	91	100
Serv/Maint	Unknown	.	1	1	1.14	1	.	1	1.82	.	.	.	.	2	.	2	4.26
	African American/Black	.	3	3	3.41	.	.	.	.	1	.	1	1.89	.	.	.	.
	Asian	.	1	1	1.14	.	.	.	.	.	.	.	.	.	.	.	.
	White	48	35	83	94.32	53	1	54	98.18	51	1	52	98.11	44	1	45	95.74
	All	48	40	88	100	54	1	55	100	52	1	53	100	46	1	47	100
All		234	324	558	100	295	411	706	100	290	386	676	100	279	390	669	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 2014 data based on the new race/ethnicity codes.
** 2012 through 2014 data reflect the Maryland Higher Education Commission's Standard Occupational Classifications.

SALISBURY UNIVERSITY

PROGRESS REPORT ON INSTITUTIONAL PROGRAMS OF
CULTURAL DIVERSITY[1]

April 2015
Cultural Diversity Planning at Salisbury University

I.   SUMMARY OF INSTITUTIONAL PLAN TO IMPROVE CULTURAL DIVERSITY

Salisbury University's (SU) 2014-2018 Strategic Plan establishes four overarching goals: to educate students for success in academics, career, and life; to embrace innovation to enhance the Salisbury University experience; to foster a sense of community on campus and at the local, national, and international level; and to provide appropriate programs, spaces, and resources for all members of the campus community. As a core value of our institution, diversity is thoroughly interwoven into all four goals of the Strategic Plan.

Under President Janet Dudley-Eshbach, Salisbury University continues to make great strides towards becoming a diverse and inclusive campus. As of Fall 2014, our enrollment of 8,770 includes 2,156 minority students, an increase of 125 minority students (6.2%) over Fall 2013. Minority students now make up 25% of our student population (based on students who have identified a race/ethnicity category). Sixty-eight (68) countries are represented among our student body.

During the period encompassed in the last Strategic Plan, applications for admission rose significantly. Freshman applications increased 22.6%, transfers grew by 18.3% and graduate applications were up by 17.2% from 2008 to 2013. With a first-year retention rate of 82.4% and a six-year graduation rate of 65.9%, Salisbury University is prepared to play a significant role in helping the State and nation achieve the goal of 55% college degree completion by 2025.

Continuing in this direction over the next five years will present significant challenges. Recent projections indicate that Maryland will see a steady decline in the number of high school graduates, dropping by roughly 10% from its high point in 2008. The most dramatic decline will be in White non-Hispanic Maryland graduates, who are expected to drop by 19% within the next six years. Over the same period, the number of Black non-Hispanic graduates is expected to rise modestly, while Hispanic graduates will double. These demographic trends present a challenge and an opportunity for the University. With a growing population of first-generation college students, we expect that there will be a greater need to assist families in navigating the complexities of higher education. Our strategy includes efforts to attract, develop and retain all students; particularly those from growing minority groups based on statistical projections. Student support services are even more critical in ensuring our students' success. At the same time, growing diversity among our students, faculty, and staff is central to the University's mission, and it is a value we fully embrace.

Therefore, the University continues to introduce programs to help welcome and accommodate the projected changing demographics of our entering classes over the coming years. Programs needed to recruit and retain these students, attract more international students to our campus, and continue to offer SU students additional international education opportunities to achieve significant results. The following narrative, while not all-inclusive, illustrates our efforts and accomplishments over this past year.

The greatest challenge and threat to the University's achievement in these areas continues to be funding. As a public institution, the University is undoubtedly impacted by reductions in State funding. Not to be deterred in our mission, we will continue to look for external sources of funding, as well as to advocate for additional State funding in priority areas so that we can continue to advance our nationally recognized and well established commitment to student excellence and success.

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[1] As set forth in the University's 2014-2018 Strategic Plan, "[d]iversity should be broadly defined, including the traditional categories of race, class, gender, national origin, and sexual orientation, but also embracing diversity of thought and experience."

II. EFFORTS TO INCREASE THE NUMERICAL REPRESENTATION OF TRADITIONALLY UNDERREPRESENTED GROUPS AMONG STUDENTS, ADMINISTRATIVE STAFF AND FACULTY

    A. Recruitment and Retention of Traditionally Underrepresented Groups Among Students

        1. Strategic Enrollment Plan – As part of our plan, the following recruitment strategies have been implemented:

        a) Utilized student hosts to visit home high schools to speak with guidance staff.

        b) Continued current assessments (EBI, SSI, CIRP, NSSE) to collect students' perceptions of Salisbury University.

        c) The **Multicultural Leadership Summit** provides leadership training to on-campus student leaders and local high school Juniors and Seniors. The summit is an avenue for local high school students to be exposed to the higher education environment and possibly matriculate to SU in the future. Our student leaders participate as a way of enhancing their leadership abilities. Over 160 students attend this annual event.

        d) Through the **Powerful Connections Program**, aimed at incoming minority students, upper-class students are matched with first-year students from underrepresented groups to assist in the transition from high school to college. Students are able to check in to their permanent residence halls, participate in a variety of workshops oriented to diverse topics, in addition to becoming acclimated to the University campus academically and socially. In 2014, the program welcomed 58 new students, who obtained a Fall grade point average of 2.648. Upper-class mentors obtained a 2014 Fall grade point average of 3.044. The program retention rate for 2013 from Freshman to Sophomore Year was 84%.

        e) During the **Multicultural Visitation Day and Reception,** successful Alumni shared information and perspectives on their positive experiences as undergraduates at Salisbury University with prospective students and their parents.

        f) The Admissions Office hosted 26 diverse student groups on campus for tours and information (and often lunch).

        g) Admissions conducted targeted phone counseling for diverse students.

        h) Admissions Officers attended multiple Fall National Hispanic College Fairs.

        i) 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.

        j) Promoted Test Optional Admission Policy as a minority recruitment strategy – Test Optional Admission pilot was successful and has been approved as a standard policy.

        k) Continued support of the Way2GO Maryland events for college planning.

        l) Conducted on-the-spot admissions event for targeted high schools with a high minority population.

        m) Developed recruitment partnerships with college access programs that assist diverse students.

        n) Initiated a partnership with the education department for the recruitment of diverse students.

        2. Recruitment, Retention and Success of STEM Students: Through significant outreach, recruitment, and retention efforts over the past several years, we have dramatically increased enrollments of minority and female students in several STEM majors (see below). Growth of under-represented groups (minorities and females) has increased dramatically in nearly all our STEM majors compared to overall enrollment growth.

Total Minority Student Enrollments	Fall 2009	Fall 2014	% change minority students	2009 all students	2014 all students	% change all students
Biology	114	165	45%	526	593	13%
Chemistry	30	33	10%	80	112	40%
Computer Science	17	48	182%	80	160	100%
Geography/Earth Sc.	12	19	58%	109	125	15%
Mathematics	8	17	113%	99	145	46%
Physics	13	25	92%	66	116	76%
Total	**194**	**599**	**58%**	**960**	**1,251**	**30%**
Total Female Enrollments	**Fall 2009**	**Fall 2014**	**% change female students**	**2009 all students**	**2014 all students**	**% change all students**
Biology	330	363	10%	526	593	13%
Chemistry	29	71	145%	80	112	40%
Computer Science	7	29	314%	80	160	100%
Geography/Earth Science	25	37	48%	109	125	15%
Mathematics	49	80	63%	99	145	46%
Physics	8	19	138%	66	116	76%
Total	**448**	**599**	**34%**	**960**	**1,251**	**30%**

Our outreach, recruitment and retention efforts have included Science Nights at SU, Science Camp@SU, establishing a chapter of Scientista (student group focused on supporting women in science) on our campus, visits to and by high schools, active marketing including social media and campus events and undergraduate research experiences. For example, on February 27, 2014, SU co-sponsored Girls who Get IT and Women in Technology events for high school and college students respectively (with NetAPP; attendance > 400 students (mostly female, ~40% minority)). The goal of these events was to introduce students to careers in technology (ranging from bioinformatics to systems analysis) and the paths that women take to these careers. Panelists (all women) included: an Aerospace Engineer from NASA Wallops Flight Facility, an educational consultant at Dewberry, the IT Manager at K&L Microwave, a VP at NetApp, an AAAS fellow and evolutionary biologist, the CIO of Perdue Farms and an IT Developer from SU. Networking events followed the panels which gave participants practical experience in connection-making.

3.   Supplemental Instruction (SI): Ask, Learn, Succeed – Closing the achievement gap: The SI program earned Level I certification through the College Reading & Learning Association's (CRLA) International Mentor Training Program Certification (IMTPC) in July 2014.

a)   In Fall 2014, 52% of all students enrolled in SI courses (1,577 students) attended sessions. Students visited SI sessions over 10,888 times throughout the semester. The mean final course grade of SI participants was 2.49 compared to 2.34 of students who did not attend. As a result of SI attendance, students reported: greater clarity with course concepts and better performance on course tests, improved study skills, increased confidence with course material, and increased interaction with classmates. The average cumulative GPA of SI leaders was 3.60 for the Fall semester.

b)   In Spring 2014, 51% of all students enrolled in SI courses (1,284 students) attended sessions. Students visited SI sessions over 7,690 times throughout the semester. The mean final course grade of SI participants was 2.53 compared to a 2.24 of students not attending SI. The average cumulative GPA of SI leaders was 3.58 for the Spring semester.

4. **International Students** – The total enrollment of non-immigrant international students (as defined by Department of Education) increased by 25% from 206 during Fall 2013 to 258 in Fall 2014. The total enrollment of non-immigrant international students (as defined by Department of Education) climbed to approximately 2.9% of total enrollment, a new record. Notable initiatives include:

a) Fifty degree-seeking undergraduates and graduate students have graduated from SU's English Language Institute (ELI) and entered academic programs by the end of 2013. 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. It has achieved all of its growth without funding from University operational funds. It is a self-supporting unit, generating positive revenue that is now being used for international faculty development, international recruiting and other initiatives.

b) Anqing Normal University in China currently enrolls 50 sophomores and 60 freshmen in the 3+1 dual degree program in Interdisciplinary Studies (IDIS) 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.

c) West Anhui University in China signed an Agreement with SU for a 3+1 dual degree program in Interdisciplinary Studies with 5-10 students expected to arrive at SU Fall 2015. Seven students from West Anhui University enrolled as transfer students in Fall 2014 prior to formalizing the agreement;

d) Reached an agreement with Aoyama Gakuin University, Tokyo, Japan to host an estimated thirty visiting students each semester in the ELI starting Fall 2016. The initiative is part of the creation of a new School of Global Studies and Collaboration at Aoyama Gakuin University;

e) Began collaboration with BR Education Consultants in southern Florida in support of admission of Latin American students. Enrolled first Venezuelan student in ELI Fall 2014 and as a degree-seeking freshman in Spring 2015 through partnership. Three additional applications are in process for Fall 2015;

f) Signed new agreements with two private English language centers on the West Coast (Columbia West College in Los Angeles and Portland English Language Academy) to facilitate enrollment of international students from those west coast centers;

g) Signed addendum to Agreement with Center for Advanced Studies, Tokyo, Japan to expand transfer protocol currently operating with Kanda Institute for Foreign Languages in Tokyo to new instructional site in Yangon, Myanmar. New effort to establish presence in the emerging higher education sector in Myanmar;

h) Began collaboration with consultant on expansion of international partnerships in Middle East and Latin America. Further developments expected 2015-16;

i) Welcomed three more transfer students in Spring 2014 from Kanda Institute for Foreign Languages in Japan. Kanda is a two-year college. The MOU articulates a 2+2 degree program facilitating enrollments into SU. There are now six degree seeking students enrolled at SU through this partnership;

j) Placed an additional ad in The Washington Diplomat (two total). Its 120,000 readership includes 180+ embassies in D.C., United Nations offices, governments and private companies. SU also is again featured in the International Student Guide, with 50,000 copies distributed to student advisory offices of Fulbright Commissions, embassies and other exchange organizations in some 20 countries.

5. **Other recruitment and retention initiatives**:

a) **Academic Support (through) Active Partnerships (with) Schools (ASAPS)** – In existence for over 5 years, the ASAPS program brings local students to the SU campus for entrepreneurial learning experiences that address the developmental, social, emotional and academic needs of youth from low-income, low-performing, often underrepresented groups. An additional program mission is to have the students view themselves as part of the University community rather than distant observers.

b) **Dual Degree Program in Sociology & Social Work in collaboration with the University of Maryland Eastern Shore (UMES)** – This program, spurred by the relative shortage of minority social workers on the Lower Eastern Shore, allows students to earn both a Bachelor of Arts in Sociology from UMES and a Bachelor of Arts in Social Work from SU in four years. The goal of the program is to prepare graduates for entry-level professional social work positions, state social work licensure, and graduate education. There are 33 students currently enrolled in the program, of which 11 are expected to graduate in Spring 2015.

c) **NCAA/Internship** – $20,100 Year 1 of 2. This grant is a two-year paid internship that provides an opportunity for a gender and/or ethnic minority in intercollegiate athletics.

d) **NSF Grant – Research Experiences for Undergraduates (REU)** – The EXERCISE (**Ex**plore Em**er**ging **C**omputing **i**n **S**cience and **E**ngineering) REU program was recently awarded a 3-year renewal for 2015-2017. EXERCISE REU is an interdisciplinary project that explores emerging paradigms in parallel computing. The project, led by a female minority faculty, has been successful in recruiting underrepresented students and aims to attract more students including those from local HBCUs in the next three-year phase.

e) **Respiratory Therapy Program at USG** – Given its location and seamless support for transfer students, SU's Respiratory Therapy program at USG continues to enroll many minority students each year (current minority enrollment in RT at USG is ~84%). Further, these students tend to be new Americans, coming from countries like Togo, Cameroon, Ethiopia, Pakistan, Ghana, Colombia and India.

f) **Social Work Department Title IV-E program** through the MD Department of Human Resources provides scholarships to underserved social work students annually. The Title IV-E program has assisted SU students for over ten years and the students agree to participate in child welfare training events and ultimately seek employment in Maryland's public child welfare programs upon graduation.

g) **US Dept. of Education – Office of English Language Acquisition** – Year 4 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.

B. **Recruitment and Retention of Traditionally Underrepresented Groups Among Faculty and Staff**

1. **Hiring Procedures** – The search process continues to be reviewed and monitored to ensure compliance with all regulatory federal and State laws. An important tool that monitors and tracks diversity is 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 where the available positions are advertised; this encourages a wider scope of potential candidates to interview and raises institutional awareness. The second tool that continues to be instrumental 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.

2.   **Targeted Advertisement** – SU placed additional ads in *Diverse*: Issues in Higher Education's 30th anniversary edition and the usual Hispanic Heritage edition. SU also appeared in the Hispanic Association of Colleges and Universities national conference program and in an Equal Opportunity Council magazine, as well as two annual Hispanic Outlook issues. All promoted SU's reputation for quality and excellence for potential job seekers and others.

3.   **Sponsorship Program/International Faculty** – In an effort to support faculty diversity and ensure attracting highly qualified international faculty, the University will coordinate the petition process and pay for the customary fees in securing the non-immigrant visa. In addition, to ensure retaining highly qualified and effective faculties once the faculty member has successfully completed their first evaluations the University will continue the non-immigrant's sponsorship by coordinating the petition process and paying for the customary fees in securing permanent residency. This program supports the attraction and retention on average of three culturally diverse, highly qualified faculty members per year. Since the year 2000, 80% of faculty who benefited from the immigration sponsorship program have been retained by the University. SU welcomed a continuing flow of J-1 Visiting Scholars to teach on the faculty in non-tenure track positions:

     a)   Four non-resident aliens teaching part-time as part of the J-1 Visiting Scholar program during Spring 2014.

     b)   Two additional non-resident aliens plus one continuing non-resident alien from Spring 2014 teaching part-time as part of the J-1 Visiting Scholar program during Fall 2014.

     c)   Arrival in December 2014 of inaugural Mitzi Perdue Global Scholar co-sponsored by Perdue Community Foundation and the Institute for International Education Scholar Rescue Fund (IIESRF). The faculty member and his family are refugees from Aleppo, Syria displaced from their home by the Syrian civil war. He began lecturing and tutoring on campus during Spring 2015 and will begin teaching credit-bearing courses Fall 2015.

     d)   During academic year 2014-2015 SU sponsored a total of eight J-1 Visiting Scholars.

     e)   During Spring 2014 SU simultaneously hosted two Fulbright scholars from Sri Lanka and Estonia. SU had hosted only one Fulbright scholar in the past during academic year 2000-2001.

III.   **EFFORTS DESIGNED TO CREATE POSITIVE INTERACTIONS AND CULTURAL AWARENESS AMONG STUDENTS, FACULTY, AND STAFF ON CAMPUS**

     A.   **Faculty and Staff Cultural Training Programs**

     1.   **Henson School Seminar** – Dr. Rob Shaw (Assistant Executive Director and Psychometrician, National Board for Respiratory Care) gave a lecture on "The workplace and standardized testing; the role of civil rights movement in refining thinking about testing fairness."

     2.   **Safe Space Training** – The Office of Institutional Equity sponsored six workshops designed to help people reduce the often unwelcoming and even hostile environments in which Lesbian, Gay, Bisexual, Transgender, Questioning, Transgender and Intersex (LGBTQI) people navigate in their daily lives. Using a hands-on approach, participants examine their role and responsibility in creating a more welcoming environment at work, school and civic or social organizations. As of Spring 2015, this co-curricular training opportunity is also available to all students.

     3.   **TRiO Achieve-SSS & Perdue School of Business Partnership** – In 2015, TRiO has partnered with Perdue School of Business to improve the academic support of minorities in areas of admission to gated programs and professional mentoring. It also began facilitating a

Professional Mentor Social. The event brings together campus faculty, staff and community professionals from different disciplines. Students are able to engage in positive interaction outside the classroom. Faculty and staff learn more about the personal and professional goals of students.

B.   **Curricular Initiatives that Promote Cultural Diversity in the Classroom**

1.   Education– Annual workshop for pre-service teachers on teaching the Holocaust in middle school and high school. SU is one of only ten university partners in the country for this program. This initiative is led by Seidel School faculty members. The program, funded by the USHMM, will run on May 1, 2015.

2.   English – The new minor in Ethnic and Global Literature allows students to focus on a range of ethnic and global literatures, including the Native American, Latino/a, African-American, South Asian, and African traditions.

3.   History – New hires with specialties in African-American, South Asian and East Asian History join a recent hire in African History. The three non-Western fields are first-time hires in these specialty areas, representing a broader coverage of the full human experience. In addition to History programs (undergraduate and graduate), courses taught in these fields support programs in Conflict Analysis and Dispute Resolution (undergraduate and graduate) and International Studies.

4.   Modern Languages – In support of the Fulton Schools relatively new foreign language requirement for all undergraduate programs, the department offers introductory language and culture study in a variety of world languages, including Arabic, Chinese, German, Italian, Japanese, Korean, Portuguese and Russian in addition to Spanish and French, in which SU offers majors.

5.   Nursing – Nearly every theory and clinical course in the undergraduate degree curriculum contains one or more course objectives related to cultural sensitivity, cultural competency, health literacy, and health disparities. The doctoral (DNP) program, launched in Fall 2012, has many illustrations of how cultural sensitivity, cultural competency, health literacy, and health disparities are taught and practiced. This program prepares advanced-practice nurses to manage complex health needs in a cost-effective and collaborative manner. The curriculum emphasizes the use of evidence-based practice and technology to guide administrative and clinical decisions, as well as policy development. DNP graduates practice at the highest level, whether working with individuals, groups or organizations, and serve as leaders in health care for the state and region.

6.   Education Abroad – 260 SU students studied abroad for academic credit during AY 2013-2014, which represented a 29% decrease from AY 2012-2013. There was a 21% increase in semester-long study abroad programs from AY 2012-2013, and a 46% decrease in short-term program (less than eight weeks) from AY 2012-2013.

a)   Salisbury Abroad portfolio of semester-length study abroad continued to advance in the integration of the programs into academic majors, minors, and general education.

b)   Record number of semester-long study abroad students at SU, a full 14% greater than the next most successful year for semester-long study abroad in AY 2011-2012.

c)   Salisbury Abroad portfolio expanded offerings for semester-length study abroad by adding one new program during 2014 for a total portfolio currently of 11 programs: Hong Kong (2014), England (2013), South Korea (2013), France (2013), Cyber Security in Estonia (2013), Scotland (2012), Spain (2011), Italy (2011), China (2010), Estonia (2010), and Ecuador (2009).

d)   Additional Salisbury Abroad sites currently under development: Ghana, Chile, New Zealand, and School for Field Studies – Worldwide.

e)   TRiO is working to reduce the racial disparity of African-Americans who study or travel abroad. TRiO help students overcome some of their fears of international travel

by providing additional preparation services and partnerships with peer mentors and faculty who have study abroad experience. Peer mentors provide tutoring for conversational Spanish and French. Participants receive help to complete scholarship applications available for international travel. Eight program participants have studied abroad since the TRiO program began in 2010. Students have studied in Spain, Ecuador, Iceland and Italy. Most recently, two students spent a summer volunteering and conducting research in South Africa. Five program participants took part in a global learning experience in Cuba during the 2014-2015 winter break and two more students studied abroad in Germany during the same winter break. (Students are funding 100% of the trips to Cuba and Germany).

C. **Co-Curricular Programming:**

1. **Academic Affairs Programming:**

    a) **American Spiritual Ensemble residency and performance** – This group, now in its twentieth year, made its fourth visit to Salisbury. Including an SU assistant professor in the Music department, the group is dedicated to the preservation of the Negro Spiritual musical tradition combining African and Western traditions.

    b) Inaugural **Frost Pollitt Lecture** by Rev. David Brown – "This is My Story; This is My Song: Connecting the Shared History of African Americans in United Methodism."

    c) **Fulton Faculty Colloquium** – This series showcases the broad cultural diversity reflected in Fulton faculty members' scholarly interests. In 2014-2015, it included sessions on twentieth century African American intellectuals George Schuyler and Samuel Brooks, Brasilia and the shaping of modern Brazil, author Marta Lynch and her ties to the dictatorship in Argentina during the Dirty War, Approaching the subject of tolerance through the work of Afro-Caribbean (French) writer Serge Bilé and the revision of SU's Safe Spaces program aimed at increasing understanding of issues facing GLBTQ faculty, staff and students.

    d) **Surviving the Holocaust** – Film and discussion focusing on rescue of 1,300 European Jews from Germany and Austria who were given refuge in the Philippines prior to the outbreak of World War Two, including research by History faculty member.

    e) **Work. Respect. Dignity: Shared Images and Stories of Maryland's Eastern Shore Immigrants** – University Galleries exhibited photographs by Earl Dotter, a project of the Migrant Clinicians' Network, made possible by a grant from the Maryland Humanities Council. Reception and panel discussion on September 18, 2014 included presentations by Fulton School faculty members. Exhibit documented the wide variety of work being done by immigrants, and event included the individuals represented in the photographs.

2. **Cultural Affairs Programming: Europe: Old & New** – This programming was designed to serve multiple constituencies, including, but not limited to, students, faculty and staff at SU, the elderly, and the children in the greater Salisbury area. Cultural events included:

    a) **Ambassador Lecture Series** – The University hosted two lectures as part of this series in the Fall: "The International Court: From Nuremberg to Kampala & Beyond" with **Ambassador Božo Cerar (**Republic of Slovenia) and "Success Story of Slovakia in Europe" with **Ambassador Peter Kmec** (Slovak Republic).

    b) **Bridges to the World International Film Series** – World Artists Experiences and the International Division of Maryland's Office of the Secretary of State sponsor screenings of five international films chosen by the embassies of each respective country. Each film is introduced, screened and followed by a discussion. In Spring 2015, screenings included: Monrak Transistor (Thailand), Finding Gaston (Peru), Mosquitoes' Tango (Slovakia), Kora [One Mile Above] (China), and Maasai (Kenya). This series had attendance of 400.

c)   **Cristina Pato & the Migrations Band** – In connection with Hispanic Heritage Month, SU hosted a musical event with this internationally acclaimed Galician bagpipe master and classical pianist. The event, free and open to the public, had attendance of more than 600.

d)   **Distinguished Faculty Lecture Series** – The University hosted three lectures by faculty members in Fall 2014: "East – West European Choral Traditions" with Dr. William Folger (Music), "The Spark: The Death of an Obscure Archduke Starts the Great War" with Dr. Greg Ference (History), and "The Elizabethan Playhouse: Symbolism, Mysticism, and Politics in Practice" with Dr. Paul Pfeifer (Theatre & Dance).

e)   **Empires: The Medici: Godfathers of the Renaissance** – This film series tells the story of a violent, dramatic and compelling age; a critical turning point in Western history. This series was held over four weeks, with attendance of 250.

f)   **Renaissance Joust** – The University will host a Renaissance joust by Blue Run Jousting and celebrate the spectacle of a medieval tournament. Guests spend an afternoon in Old Europe with food, fun and merriment. This event coincides with "Open House" Admissions event for prospective students and their family, and showcases the activities that SU offer.

g)   **Russian National Ballet –** Salisbury University had the honor of presenting two full-length ballets performed by the Russian National Ballet. On Tuesday, March 10, 2015 the classic ballet "Swan Lake" was performed and on Wednesday, March 11, 2015 the classic ballet "Cinderella" was performed. These events, free and open to the public, had combined attendance of more than 1400.

h)   **The Duquesne University Tamburitzans** – The Duquesne University Tamburitzans capture the indomitable spirit of Eastern Europe and neighboring cultures through music, song and dance. Now celebrating more than 75 years, the Tamburitzans continue to blend old world traditions with new concepts, ideas and choreography. The event, free and open to the public, had attendance of 600.

i)   **V4 Film Series: Societies in Motion** – This film series showcases films portraying the rapid social changes in Central European countries following the fall of the Iron Curtain and how Visegrad Group (V4) countries – namely, Poland, Hungary, Czech Republic and Slovakia – deal with the ghosts of their communist past. Films included: Kontroll (Hungary), Mosquitoes' Tango (Slovakia), Kawasaki's Rose (Czech Republic), and The Mole (Poland).

j)   **Vienna Boys Choir** - The Vienna Boys' Choir is one of the oldest boys' choirs in the world. For nearly 500 years it has been an enduring symbol of Austria. The event, free and open to the public, had an attendance of 700.

k)   **World Artists Experiences** – as part of this program, which aims to bridge international understanding through cultural and citizen diplomacy in communities, colleges and schools through the use of the arts as an international language, the University hosted the **Bratislava Boys Choir** (Slovak Republic) and accordion artist **Petar Marić** (Republic of Serbia).

3.   **Student Affairs Programming:**

a)   **Diversity University** – Using slam poetry and role-playing presenters Julia Garcia and Angel Avila uncover all the layers of diversity, including gender, race, sexuality, physical disabilities, socioeconomic circumstances, and more. Event offered as part of New Student Orientation.

b)   **Housing and Residence Life Programming** – The objective of the diversity component in this model is to increase student awareness in the areas of social justice, cultural backgrounds, sexual orientation, gender identity and religious differences. The programs are creatively marketed in each building and attendance is voluntary. There

have been 31 Diversity/Inclusion awareness programs as of March 13, 2015 with an average attendance of 45 students.

    c)   **Jeff Johnson lecture** – Renowned former host on BET and MSNBC correspondent, Jeff Johnson delivered a message that has had critics raving and asking "Who will lead our future generation?" Lecture focused on empowering African American students. The event was open to all students.

    d)   **Magdalen Hsu-Li/Redefinition of Identity Lecture** – A one-hour interactive "human interest" lecture exploring the search for "cultural identity" through the personal story of the presenter as an "out,"[2] Asian American, woman growing up in the rural south, overcoming obstacles such as racism, prejudice, stereotyping, homophobia, bi-phobia within the LBGT community, filial piety, and a severe disability (Tourette's Syndrome), allowing for a greater level of understanding about identity among student participants. The event was open to the entire SU community.

    e)   **iO Tillett Wright –** As part of the **10,000 Faces Project**, students and staff who identified as anything other than 100% straight were invited to be photographed as part of Wright's Self Evident Truths project, which aims to humanize a vast community through the simplicity of their faces, showing that we come in all shapes, sizes, races, and social strata, thus making it harder for people to discriminate against them. Additionally, SOAP hosted **50 Shades of Gay**, a gay rights discussion event staring iO Tillett Wright. The event was open to all students.

    f)   **Stop Hatin' Week** – Yearly University-wide event included display of messages from students speaking out against hate, a lecture by Dr. Manav Ratti, a screening of the movie *Selma*, and an open mic night in which students were given the opportunity to express themselves and their experiences through poetry and music.

D.   **Report on Campus Hate-Based Crimes and Bias-Motivated Incidents** – According to Salisbury University's 2014 Annual Security Report, **no campus hate-based crimes were reported to Campus Security Authorities** during the latest reporting period.

IV.   **OTHER INITIATIVES THAT ARE CENTRAL TO THE UNIVERSITY'S CULTURAL DIVERSITY PLAN**

A.   **Administrative Coordination and Accountability** – The 2014-2018 Strategic Plan called for the creation of the Office of Institutional Equity (OIE) to centralize administrative functions related to equity and diversity on campus. This office provides training and enforcement of fair practices and Title IX regulations, and houses the Office of Diversity. Under the leadership of the Associate Vice President of Institutional Equity, the office staff has expanded to include: a Complaint Resolution and Compliance Specialist, a Fair Practices Coordinator, and a Diversity & Inclusion Specialist.

B.   **Training and Compliance Initiatives** – The OIE coordinates the delivery of training and compliance initiatives to the campus community. In Spring 2015, faculty, staff and student employees will be required to complete trainings on Preventing Discrimination and Sexual Violence: Title IX, Violence Against Women (VAWA) and Clery Act, Equal Employment Opportunity (EEO) Laws & Discrimination Prevention, and Family Educational Rights and Privacy Act (FERPA) for Higher Education. In collaboration with other departments, the OIE also delivers custom and/or targeted training opportunities. In 2014, these included anti-

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[2] "Coming Out" refers to the process of acknowledging one's sexual orientation and/or gender identity to other people.

discrimination and Title IX training for Housing and Residence Life staff, incoming undergraduate students, graduate assistants, student groups, etc.

C.   **University Governance** – The Cultural Diversity and Inclusion Consortium Committee, which underwent extensive review and was renewed in the 2014-2015 academic year, assists campus leadership in weaving the diversity strategy throughout the University through providing advice, monitoring the campus climate as it relates to diversity, inclusion and equity, advocating for diversity and inclusion throughout the institution, advising on the recruitment and retention of a diverse faculty, staff and student body, developing programs and initiatives to promote the University's diversity goals and support community members, building networks to support the diversity mission, monitoring implementation of diversity goals of the Strategic Plan, and assessing progress and setting goals for improvement. The Committee includes a cross-section on various campus constituencies, including faculty, staff and students (graduate and undergraduate).

D.   **Awards and Recognition:** Since 2007, the President and the Office of Diversity have honored the achievements and service of members of the campus community who make extraordinary contributions to promote the appreciation and understanding of cultural diversity at Salisbury University. In recognition of President Janet Dudley-Eshbach's commitment to enhanced diversity, the award has been renamed the "President's Diversity Award." In 2014, Mr. Vaughn White, Ms. Chelsey Toback, Dr. Chrys Egan, Ms. Gloria Chibueze-Azinge, Ms. Kimberly Clark-Shaw, and Dr. Robert Joyner were the recipients of this prestigious award.

E.   **Community Initiatives** – The University continues to work with local and regional governmental and private entities to make the Salisbury area more accepting of diverse populations, as well as meet their identified needs.

1.   **BEACON** – The *Business Economic and Community Outreach Network*, of the Franklin P. Perdue School of Business at Salisbury University, offers business, economic, workforce, and community development consulting and assistance services to a variety of organizations, including businesses, government agencies, and non-profit community-based organizations. Its cultural diversity activities included:

a)   **Bienvenidos a Delmarva** – The network of over 55 regional organizations that interact with our non-native born population holds monthly meetings on topics of interest and maintains an online news exchange. The Office of Government and Community Relations worked very closely with community partners to begin dialogues to initiate targeted admissions events to members of non-native communities. We are in the early stages of working with members of the Hispanic and Haitian communities to develop admissions seminars to educate community members about the application process and financial aid. It is our hope that this will increase the diversity of our campus community.

b)   **Language Accessibility** – BEACON has launched an initiative to translate various BEACON initiative websites into Spanish. The first initiative to launch its Spanish website was, naturally, the *Bienvenidos a Delmarva* initiative.

c)   **MOWER Grant from MHEC** – Last year, BEACON received a two-year MHEC MOWER (Maryland Offshore Wind Energy Research) grant to study the potential hurdles and obstacles to minority business enterprises entering the supply chain of the emerging offshore wind energy sector in Maryland. As part of this project, BEACON is also studying the potential hurdles and obstacles to unserved and underserved populations accessing workforce development opportunities in this sector. The project ends in June 2015.

d)   **DLLR EARN MD Project Evaluation** – Last Year, BEACON joined forces with the Maryland Department of Labor, Licensing, and Regulation (DLLR) to measure the effectiveness of 28 EARN Maryland (Employment Advancement Right Now) projects throughout the State of Maryland. A major component of this work entails

verification that the 28 projects encourage participation by unserved and underserved populations.

2. **Maryland Summer Center for the Arts Program – Jack Kent Cooke/MSDE** - $35,183 partial funding for the 2014 Maryland Summer Center for the Arts Program. In 2014, $23,800 of the funds were devoted to underserved, low-income students for the two-week residential arts program at Salisbury University. **Northrop Grumman/MSDE** - $3,220 for MSCA – partial funding for use in 2014 summer center program.

3. **Small Business Development Center (SBDC)** – SBDC Eastern Region receives MD State and Small Business Administration (SBA) funding through the University of Maryland College Park SBDC in an effort to assist small businesses on the Eastern Shore of Maryland. The SBDC program provides many training sessions and one of their additional objectives is to work to help minorities participate in the free enterprise system through government procurement classes offered at SU and Chesapeake. They co-sponsor training classes in an effort to improve minority clients' success and work with the Maryland Capital Enterprises who provides micro loans to a predominately minority clientele.

F. **University Publications & Marketing**

1. **Nondiscrimination Notices** – The OIE and the Publications Office collaborated for the creation of four versions of the University's nondiscrimination statement, including contact information for the Title IX/Fair Practices Officer, for inclusion in marketing materials for SU programs and events.

2. **Panorama** – The Office of Government and Community Relations translated our Cultural Events publication, *Panorama*, to Spanish so that members throughout the Hispanic community would be aware of different musical, theatrical, and cultural events happening on campus. We will continue expanding this initiative to incorporate other cultures and languages as well.

G. **Alumni Relations & Development**

1. **Alumni Events** – The University sponsors many events that promote cultural awareness and engage our alumni, including the sponsorship of the Multicultural Jazz Social, Alpha Kappa Alpha Sorority Inc. (AKA) for a breakfast honoring SU's Black Greek Fraternities and Sororities, and the African American Alumni Weekend and LAMBDA Society Rainbow Reunion during Homecoming Weekend.

2. **Women's Circle** – This initiative seeks to connect women to Salisbury University by creating opportunities to engage members with cultural and intellectual events on campus and by facilitating interactions between students and members. The Women's Circle of Salisbury University created an endowed annual financial award given to students on the basis of merit, community involvement and financial need. In Spring 2015, Hala McIver, Women's Circle member, business woman and human rights activist spoke about her work with Egyptian street children, her advocacy efforts in Washington, DC and the creation of a non-profit to reach these underserved populations in Third World Countries.

PROGRESS REPORT ON INSTITUTIONAL PROGRAMS OF

CULTURAL DIVERSITY

Demographic Data Supplement

TABLE 1.1: *Comparison* Table for Tenure/Tenure Track Faculty

	Baseline: 2008-2009				2012-2013				2013-2014				2014-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	17	5.6%	11	6	22	7.0%	15	7	20	6.3%	14	6	21	6.4%	14	7
American Indian or Alaska Native	1	0.3%	0	1	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Asian	14	4.6%	10	4	19	6.1%	10	9	21	6.7%	13	8	25	7.7%	14	11
Hispanic/Latino	3	1.0%	2	1	5	1.6%	3	2	5	1.6%	3	2	5	1.5%	2	3
White	256	84.2%	150	106	260	83.1%	149	111	261	82.9%	149	112	267	81.9%	150	117
Native Hawaiian or other Pacific Islander	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	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Nonresident Alien	12	3.9%	4	8	5	1.6%	2	3	4	1.3%	2	2	4	1.2%	2	2
Did not self identify	1	0.3%	1	0	2	0.6%	1	1	4	1.3%	3	1	4	1.2%	3	1
Total	**304**	**100.0%**	**178**	**126**	**313**	**100.0%**	**180**	**133**	**315**	**100.0%**	**184**	**131**	**326**	**100.0%**	**185**	**141**

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 and later include Full-time and Part-tine 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)*

Note 3. *Faculty numbers for 2014-15 and later include Full-time and Part-tine 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)*

	Headcount Change	% Change
Change in Tenure/ Tenure Track Faculty between 0809 and 1415	22	7.2%
Minority Faculty	16	45.7%

TABLE 1.2: *Comparison* Table for Non-tenure Track/Other Faculty

	Baseline: 2008-2009				2012-2013				2013-2014				2014-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	11	3.1%	6	5	12	3.3%	5	7	12	3.4%	4	8	10	3.0%	5	5
American Indian or Alaska Native	1	0.3%	0	1	1	0.3%	0	1	1	0.3%	0	1	1	0.3%	0	1
Asian	4	1.1%	0	4	9	2.5%	1	8	9	2.6%	1	8	11	3.3%	0	11
Hispanic/Latino	6	1.7%	1	5	7	1.9%	1	6	6	1.7%	1	5	6	1.8%	1	5
White	276	78.6%	91	185	325	89.3%	93	232	316	89.8%	92	224	300	88.8%	98	202
Native Hawaiian or other Pacific Islander	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	3	0.8%	1	2	2	0.6%	1	1	3	0.9%	2	1
Nonresident Alien	2	0.6%	1	1	0	0.0%	0	0	1	0.3%	0	1	3	0.9%	1	2
Did not self identify	51	14.5%	24	27	7	1.9%	3	4	5	1.4%	3	2	4	1.2%	2	2
Total	**351**	**100.0%**	**123**	**228**	**364**	**100.0%**	**104**	**260**	**352**	**100.0%**	**102**	**250**	**338**	**100.0%**	**109**	**229**

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-tine 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)*

Note 3. *Based on revisions to the EDS submission layout, faculty numbers for 2014-15 include Full-time and Part-tine 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)*

	Headcount Change	% Change
Change in Non-tenure//Other Faculty between 0809 and 1415	-13	-3.7%
Minority Faculty	9	40.9%

TABLE 2: *Comparison* Table for Staff

	Baseline: 2008-2009				2012-2013				2013-2014				2014-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	340	34.9%	106	234	350	34.8%	122	228	363	33.2%	121	242	378	35.2%	122	256
American Indian or Alaska Native	1	0.1%	0	1	1	0.1%	1	0	4	0.4%	2	2	2	0.2%	0	2
Asian	11	1.1%	5	6	12	1.2%	7	5	14	1.3%	9	5	11	1.0%	6	5
Hispanic/Latino	9	0.9%	3	6	27	2.7%	10	17	23	2.1%	9	14	29	2.7%	11	18
White	598	61.5%	242	356	595	59.1%	239	356	667	60.9%	277	390	630	58.7%	249	381
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A	2	0.2%	1	1	2	0.2%	1	1	1	0.1%	0	1
Two or more races	N/A	N/A	N/A	N/A	9	0.9%	4	5	11	1.0%	3	8	11	1.0%	5	6
Nonresident Alien	2	0.2%	0	2	1	0.1%	1	0	2	0.2%	1	1	0	0.0%	0	0
Did not self identify	12	1.2%	6	6	10	1.0%	2	8	9	0.8%	2	7	11	1.0%	3	8
Total	**973**	**100.0%**	**362**	**611**	**1007**	**100.0%**	**387**	**620**	**1095**	**100.0%**	**425**	**670**	**1073**	**100.0%**	**396**	**677**

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 Sevice, Legal, Arts, & Media (14); Archivists, Curators, & Museum Technicians (21); Library Technicians (23); Healthcare Practitioners & Technical (25); Servie (26); Sales & Related Occupations (27); Office & Administrative Support (28); Natural Resources, Construction, & Maintenance (29); Production, Transportation, & Material Moving (30); Miltary Staff (31)

Note 3. Staff numbers for 2014-15 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 Sevice, Social Servce, Legal, Arts, Design, Entertainment, Sports & Media (14); Archivists, Curators, & Museum Technicians (21); Librarians (22); Library Technicians (23); Student & Academic Affairs & Other Eduation Services (24); Healthcare Practitioners & Technical (25); Servie (26); Sales & Related Occupations (27); Office & Administrative Support (28); Natural Resources, Construction, & Maintenance (29); Production, Transportation, & Material Moving (30); Miltary Staff (31)

	Headcount Change	% Change
Change in Staff between 0809 and 1415	100	10.3%
Minority Faculty	71	19.7%

TABLE 3.1: *Comparison* **Table for Undergraduate Students**

	Baseline: 2008-2009				2012-2013				2013-2014				2014-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	841	11.6%	395	446	880	11.0%	370	510	933	11.7%	388	545	998	12.5%	416	582
American Indian or Alaska Native	36	0.5%	18	18	19	0.2%	7	12	20	0.2%	7	13	32	0.4%	9	23
Asian	198	2.7%	102	96	199	2.5%	80	119	200	2.5%	79	121	206	2.6%	90	116
Hispanic/Latino	191	2.6%	89	102	361	4.5%	174	187	352	4.4%	168	184	323	4.0%	142	181
White	5877	80.7%	2604	3273	6030	75.7%	2617	3413	5860	73.2%	2543	3317	5738	71.8%	2449	3289
Native Hawaiian or other Pacific Islander	0	N/A	N/A	N/A	5	0.1%	4	1	6	0.1%	5	1	10	0.1%	6	4
Two or more races	0	N/A	N/A	N/A	219	2.7%	97	122	296	3.7%	126	170	292	3.7%	130	162
Nonresident Alien	47	0.6%	14	33	78	1.0%	34	44	109	1.4%	55	54	139	1.7%	64	75
Did not self identify	91	1.2%	44	47	178	2.2%	71	107	228	2.8%	108	120	259	3.2%	129	130
Total	**7281**	**100.0%**	**3266**	**4015**	**7969**	**100.0%**	**3454**	**4515**	**8004**	**100.0%**	**3479**	**4525**	**7997**	**100.0%**	**3435**	**4562**

Source: EIS

	Headcount Increase	% Increase
Change in Undergraduate Students between 0809 and 1415	716	9.8%
Undergraduate Minority Students	595	47.0%

TABLE 3.2: *Comparison* **Table for Graduate Students**

	Baseline: 2008-2009				2012-2013				2013-2014				2014-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	49	8.3%	14	35	76	11.0%	21	55	79	12.4%	19	60	93	12.0%	18	75
American Indian or Alaska Native	3	0.5%	1	2	1	0.1%	0	1	1	0.2%	0	1	2	0.3%	1	1
Asian	6	1.0%	2	4	10	1.5%	4	6	2	0.3%	1	1	10	1.3%	0	10
Hispanic/Latino	7	1.2%	4	3	14	2.0%	1	13	13	2.0%	5	8	22	2.8%	7	15
White	496	84.5%	139	357	564	82.0%	169	395	516	80.8%	134	382	575	74.4%	151	424
Native Hawaiian or other Pacific Islander	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	4	0.6%	2	2	10	1.6%	1	9	14	1.8%	2	12
Nonresident Alien	17	2.9%	7	10	8	1.2%	2	6	10	1.6%	5	5	15	1.9%	4	11
Did not self identify	9	1.5%	3	6	11	1.6%	4	7	8	1.3%	3	5	42	5.4%	14	28
Total	**587**	**100.0%**	**170**	**417**	**688**	**100.0%**	**203**	**485**	**639**	**100.0%**	**168**	**471**	**773**	**100.0%**	**197**	**576**

Source: EIS

	Headcount Increase	% Increase
Change in Graduate Students between 0809 and 1415	186	31.7%
Graduate Minority Students	76	116.9%

TOWSON UNIVERSITY

Towson University
Progress Report on
Institutional Programs of Cultural Diversity
April 2015

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 recruitment and retention of students from underserved and/or underrepresented populations; (3) closing the achievement gap for first generation, low income and students from underrepresented groups; (4) enhancing recruitment and retention of staff and faculty members from underrepresented populations; and (5) supporting respectful and mutually beneficial community collaboration.

Charged with facilitating the establishment and maintenance of an inclusive campus environment, **TU President's Diversity Coordinating Council (PDCC)** consists of high-level administrators (Interim President, Interim 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 discernable example 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 as well as student body representatives. The committee exists to support the university's strategic diversity goals and makes 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 results from a faculty and staff workplace climate survey and prepared a report including recommendations of actions to address identified challenges. Report to be presented to **PDCC** April 2015.

> *Education and Scholarship Work Group*: Mission - Fostering diversity and inclusiveness across the curriculum, in individual courses, and in extra- and co-curricular settings. In 2014, 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. The group is currently developing webinar platform to support the roll-out of campus webinar to foster the advancement of diversity and inclusiveness at TU, as well as suggesting format for Provost's Office diversity web presence.

> *Hate/Bias Response Team:* Mission - Providing a coordinated multi-disciplinary university response to hate crimes and/or bias incidents. Team was restructured in 2014. 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 2014, continued to review data reflecting representation of faculty, staff, and students from underrepresented populations. The group is currently identifying and developing tools to enhance faculty recruitment.

> *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 2014, group continued to support initiatives to bring *Speak Up!* workshops to TU's student population. Planning is underway for TU's 20th Multicultural Conference: *Exploring Modern Day Segregation* to be hosted in spring 2015.

Progress on Meeting Goals:

Towson University remains committed to achieving excellence by advancing equity, diversity and inclusion. Interim President Chandler continues to charge TU's Assistant to the President for Diversity with the following responsibilities that foster the university's ability to monitor diversity progress: compiling data and information to be brought to the President's Diversity Coordinating Council (PDCC) for action in support of the group's mission to establish and maintain an inclusive campus environment; scheduling of six annual PDCC meetings; preparation of meeting agendas and advising of TU's Interim Provost in leading the PDCC's meetings; identification of action items, and coordination and monitoring

of the advancement of suggested action items; providing leadership to TU's Diversity Action Committee (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, compilation of necessary data and materials for review and assessment of 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: TU's Assistant to the President for Diversity serves as the university's Title IX Coordinator, as well as a member of TU's Intercollegiate Athletics Committee (IAC) Subcommittee on Gender Equity and Diversity. The subcommittee recently completed the development of a program review guide.

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 23 in calendar year 2010, 18 in calendar year 2011, 3 in calendar year 2012 , 2 in calendar year 2013 and 1 in calendar year 2014 (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 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 2014, minority students comprised 30% (822) of the new first-time, full-time freshmen class, an almost 11% 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 to 66% in 2014. 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 2014. 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 90% for the 2013 cohort, compared to 84% and 85% for the entire freshman cohort. Six-year graduation rates for African-American students have risen from 55% for the 2005 cohort to 66% for the 2008 cohort, compared to 63% and 68% 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.

TU's TOPS Program is a unique opportunity available to incoming freshmen majoring in Science, Technology, Engineering, and Mathematics (STEM) at TU. The TOPS program currently targets students from underserved high schools in the Baltimore Metropolitan area with an interest in completing a TU STEM degree. TOPS was funded by the National Science Foundation from 2007 through 2013, but is now TU funded. The program provides students with the critical support that they need to succeed, including financial, social, mentoring, academic, life-skill development, etc. TOPS also provides students with opportunities to explore various career options through professional meetings, research experiences, guest speakers, etc. The TU TOPS students begin their academic program with an intensive one-week summer experience that boosts their readiness for their first year. This is followed by intrusive advising, cohort registration, peer tutoring and continuous community support throughout their time at Towson University. Appendix 4 contains retention and graduation data for TOPS students.

TU's Community Enrichment and Enhancement Partnership Award (CEEP) is a grant/scholarship program designed to increase access and success of culturally diverse 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 diverse cultural communities, and live in the Greater Baltimore Metropolitan Area are most eligible. Additional variables such as living in a single parent household, living and learning in an environment or academic setting that may have hindered achievement of educational goals, and having overcome personal, social, and/or physical obstacles in pursuit of an education are also 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)
- It continues to be a challenge to increase the number of male students applying for the CEEP Award. There was an increase in the number of male recipients this past year (from 24 to 27). Marketing to regional high schools, communication with high school guidance counselors, and 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 (84 or 72%) account for the greatest number of CEEP award recipients. Student participation from other racial groups have increased. Asian recipients increased from 4% to 9%, White recipients increased from 3% to 7%, Latino recipients increased from 10% to 13% and 1 (1%) Native American recipients was included during this reporting period. Efforts continue to attract a greater number of students.
- Ninety percent (90%) of all CEEP award recipients (in the 2013/2014 cohort) earned cumulative grade point averages of 2.50 or greater. Ten percent (10%) of all CEEP award recipients earned less than a 2.50 cumulative grade point average. 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 24 recipients (22%) earned Dean's List honors for spring 2014. Nineteen recipients (16%) graduated at close of the spring 2014 term.

- There has been an increase in the number of freshmen receiving the CEEP award. Collaboration with the TU Office of Admissions and the Scholarship Office have increased the pool of eligible applicants and the number of CEEP award recipients. Towson University continues to compete with institutions offering greater financial incentives to freshmen applicants.

TU's Students Achieve Goals through Education (SAGE) program pairs entering freshmen with peer mentors who encourage focus on academic achievement, personal development, career and graduate study strategies, expanded cultural knowledge, and campus-wide involvement. Participants are involved in various educational and networking activities designed to increase academic success, connectedness to the campus community, general life skills, and knowledge of diverse cultural communities.

Analysis of SAGE Program Data (see Appendix 6): SAGE continues to encourage students from diverse communities, male students, and majority students to participate in program activities. Mentors telephone some of the entering student cohort and invite their participation in SAGE 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. Many students register and remain involved for the entire year. Some registrants discontinue involvement due to employment, class schedule conflicts, or lack of participation 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 Top Ten Percent students as opportunity allows.
- The SAGE program saw an increase in male participation during the past year (from 18% to 21%). The actual number of male participants increased from 54 to 64 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 (79 %) is consistently strong.
- The majority of SAGE program participants (279 or 92%) earned 2.0 or greater cumulative grade point averages during the 2013/2014 academic year. Almost 58% (176 participants) earned 3.0 or greater cumulative grade point averages during the 2013/2014 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 2013: Making Connections (135), TU College Deans (129), TU Basics – Earning "A" A Grades (106), Latino Hispanic Heritage (113), Stress Free Haven (93), Relationships: Communication, Intimacy and Safety (115), Serving the Community (74), An LGBT Community Perspective (115), Career Planning (98), Native North American Heritage (85), Final Exams Ahead (83), Closing Event (109). Spring 2013: Spring Back! (79), African Heritage (92), Cracking the Code of Success (74), African American Heritage (63), Mental Health (57), Wise Decisions: Drugs/Alcohol/Life (70), Celebrating Women (56), Are You Exempt (60), Jewish & Muslim Relations (50), Commitment to Community (51), Stress Relief (69), Asian Pacific Islander Heritage (61), Closing Event (104).

A collaboration has been established between Student Success Programs and the Maryland DC Campus Compact AmeriCorps VISTA organization this year. Our goal is to increase college enrollment among Baltimore City high school students who are first generation and low income through college readiness program workshops and possible tutorial support. To date a writing internship has been established at Vivien T. Thomas Medical Arts Academy. Tutoring and College Readiness workshops will begin in March or April 2015. We also plan to initiate College Readiness workshops at Patterson High school in April 2015.

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 pursing 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 2013-2014, the office provided services and accommodations to 1,380 students with various disabilities, including learning disabilities, attention-deficit/hyperactivity disorder (ADHD), 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) who need accommodations.

- As shown in the table below, the trend in the number of students registered with DSS continues to grow at a significant rate (4.8% from 2012-13 to 2013-14 and 12.9% increase over the past 3 years). The growth in the number of students with disabilities has been due partly to the overall increase in enrollment at Towson University. However, the growth can also be attributed to the increase in the number of students covered under the ADA who are attending college as part of a nationwide trend.

  This 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 pursing higher education.

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

Year	DSS-Registered Students	Percentage Increase from the Previous Academic Year	Total Percentage Increase Since 2010-2011
2010-2011	1203	1.3%	---
2011-2012	1246	3.5%	3.5%
2012-2013	1315	5.5%	8.5%
2013-2014	1380	4.8%	12.9%

Most students registered with DSS have learning disabilities, followed by ADHD and psychological disabilities. Historically, this trend has remained consistent. Overall, the number of students with "low incidence" disabilities is increasing, including students who have autism, and students who are blind/low vision and deaf/hard-of-hearing. Notably, these students typically require much more in the way of accommodations and services than students with more prevalent disabilities.

Through an interactive process, DSS works closely with students, faculty and staff to implement accommodations. Accommodations are determined on a case-by-case basis and may include priority registration, testing accommodations and use of the Testing Services Center, note-taking assistance, interpreting services, alternate formats for printed materials, assistive technology, para-transit registration and internship accommodations. DSS also offers short-term help with organization and study skills, disability consultation and advocacy assistance, help with course load and selection, and information and referral services.

TU DSS Graduation and Retention Rate Longitudinal Study

Disability Support Services and the TU Office of Institutional Research (OIR) have collaborated on 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, Fall 2007 and Fall 2008 cohorts is available, along with the 4 and 5-year graduation rates for the 2009 cohort, and the 4-year graduation rates for the Fall 2010 cohort.

The data 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 (see Appendix 7):

- The average 4-year graduation rate for DSS students is 38% as compared to 42% for all TU students.
- The average 5-year graduation rate for DSS students is 61% as compared to 63% for all TU students.
- The average 6-year graduation rate for DSS students is 66% 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.

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.

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. Students participate 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.

<u>**Faculty and Staff (recruitment and retention):**</u> TU's Assistant to the President for Diversity and Affirmative Action Officer meets with Towson'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.

Towson University has five Faculty and Staff Affinity Groups (Asian American, Black, Latino/a, LGBT, Women). TU's President meets annually with the co-chairs of these groups for the purpose of gathering information regarding their work and any concerns brought forward by their members. The Assistant to the President for Diversity works closely with the co-chairs of TU's Faculty and Staff Affinity Groups and supports the ability of these leaders to advance initiatives that have been identified by their membership.

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 2014, approximately 272 student leaders, students, faculty and staff members participated in Speak Up! workshops. 94% 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 98% 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	2010-2011	2011-2012	2012-2013	2013-2014
Overall Attendance	13,352	11,623	15,810	17,670
Surveys Completed	1,060	2,709	1,773	None*
Male	321	685	391	N/A
Female	726	1,990	1,370	N/A
Other	13	34	4	N/A
White	652	518	224	N/A
African American	201	1,447	900	N/A
Latino	51	312	208	N/A
Asian Pacific Islander	45	103	219	N/A
Other	111	329	201	N/A

*FY' 14 CSD attempted to use electronic information gathering. It was not successfully implemented. We will continue to explore gathering data electronically but we will return to the use of hard copy paper surveys as well for data collection.

Analysis of data for the CSD:
Trending User Numbers. From the information gleaned, we learned the following:
- ***The Set It Off Fall Reception***: 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 1,200 students participated.
- ***The 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 55 students participated in the weekend retreat and 165 students participated in the weeklong programs.
- ***The fall and spring 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 1,115 students participated, 450 students attended the fall program featuring Dr. Carl Hart and 665 students attended the spring program featuring Sheryl WuDunn.
- ***The Digital Storytelling initiative***: 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 five digital stories were submitted and 60 students participated in the culminating program "Celebrating Diversity through Digital Storytelling."
- ***The Martin Luther King Program***: 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 2,169 students attended the program featuring Soledad O'Brien.
- ***Common Ground***: In collaboration with the Student Affairs Diversity Committee, the CSD offered a one-day workshop on Intergroup Dialogue for 38 staff and faculty.
- ***Cultural Competency Workshop Series***: This interactive workshop series explores diversity's complex and dynamic dimensions. Three different workshops are offered each semester examining the intricacies of identify markers such as race/ethnicity, social class, gender/gender identity, sexual orientation, ability/disability. This year 120 students participated.
- ***Black History Month Art Exhibit***: In celebration of Black History Month the CSD exhibits art created by the students. All entries are displayed in the CSD and the first place entry is featured on the Center's website. This year five works were submitted.

Accomplishments
CSD Signature Programs contributed to TU 2020 Strategic Initiatives. All of the initiatives identified above assisted Towson University to strengthen its commitment to diversity by providing a safe, inclusive, welcoming, and peaceful community respectful to all (A Model for Campus Diversity). Additionally, several of the programs supported TU 2020 goals related to Academic Excellence and Student Success and maintaining a National and International Reputation for Arts and Arts Education.

CSD Goals, Objectives, and Measures:

1. Strengthen relationship with alumni from affinity groups.
    1.1. Hosted a CSD reception in fall 2013 targeting alumni from affinity groups.
    Measure 1: Distribute a satisfaction survey at the reception for alumni.
        Targeted performance: 89%
        Percentage of agree/strongly agree: 62.5%
        Percentage of disagree/strongly disagree: 34.5%
        Number of respondents: 16
    Measure 2: Establish a baseline number of attendance for the reception
        Targeted performance: 100%
        Number of attendance: 18
    1.2. Tracked affinity group attendance for the Homecoming Reception.
    Measure 1: Develop database for the tiger track alumni online community.
        Targeted Performance: 100%
        Number of Alumni: 36
    Measure 2: Establish baseline number for target populations: African-American, Latino, and LGBT.
        Targeted Performance: 100%
        Number of African American: 10
        Number of Latino: 8
        Number of LGBT: 3
        Number of Alumni: 18
2. Enhance the capacity to communicate about diversity-related issues.
    2.1. Increase the diversity related issues covered by the Digital Story Telling Initiative.
    Measure 1: The number of diversity theme, related stories posted in the Digital Story Telling Initiative during a period of one year.
        Targeted performance: 100%
        Number of stories: 5
    Measure 2: The number of diversity theme, related stories posted in the Digital Story Telling Initiative that obtain a rating of 3 or 4. Criteria includes quality of the product (script, flow, structure); subject (relevance, implications in their personal life and for the society, educational value, etc.), and format between others.
        Targeted performance: 100%
        Stories that are rated 4 - 2
        Stories that are rated 3 - 3
        Total number of responses: 5
    2.2. Collaborate with Division of Student Affairs (DSA) partners to develop a cultural competency program based on Inter Group Relations (IGR)
    Measure 1: Host a one-day workshop on Intergroup Dialogue for faculty and staff.
        Targeted performance: 100%
        Baseline established: Yes
    Measure 2: Establish a baseline number for attendance of faculty and staff at the workshop.
        Targeted performance: 100%
        Number of attendance: 38
3. Diversity Goal: Support a safe, inclusive, welcoming, and peaceful campus community respectful to all.
    3.1. Continue offering campus-wide Diversity Speaker Series, including one featured speaker each semester – one in fall 2013 and one in spring 2014.
        Targeted performance: 100%
        Number of speakers in fall: 1
            Dr. Carl Hart
        Number of speakers in spring: 1
            Sheryl Wudunn
    3.2. Attendance will reach full capacity for each speaker in the fall and spring.
        Targeted performance: 100%
        Fall attendance: 450
        Fall capacity: 400
        Spring attendance: 665
        Spring capacity: 600
        Total attendance: 1,115

Implications for Practice

From all the information gathered, we learned that:

- CSD programs contribute to TU 2020 Strategic Initiatives by strengthening TU's commitment to diversity, providing a safe, inclusive, welcoming, and peaceful community respectful to all.
- CSD increased the overall number of students who attend programs. This year 17,670 students attended programs, which is an increase from 15,810 during FY' 13.
- CSD experimented with electronic information gathering unsuccessfully.
- According to Satisfaction Survey results from alumni reception participants, 62.5% agree/strongly agree that (1) *the University has a positive relationship with my affinity group* and (2) *I feel engaged and involved with the University*, while 34.5% disagree/strongly disagree.
- Anecdotal student feedback indicates that creating digital stories has reached a point of diminishing returns due to the inordinate amount of time required per production. We have decided to no longer pursue this strategy as a result of this conclusion.

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. Attendance: 18. 94% of participants reported an increase in knowledge.

*Faculty and Staff Orientations***:** Weekly 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 2014

Hate/Bias Incidents
Minimester, Spring, Summer, & Fall 2014

Minimester 2014

Total Verified Minimester 2014 Incidents: 0

Spring 2014

Hate/Bias	Corresponding Crime	Victim:	Victim: Race; Gender	Offender:	Offender: Race; Gender
Race/Ethnicity	Verbal	Staff	African American/Black; Male	Student	Caucasian/White; Female

Total Verified Spring 2014 Incidents: 1

Summer 2014

Total Verified Summer 2014 Incidents: 0

Fall 2014

Total Verified Fall 2014 Incidents: 0

Total Verified Incidents (Students, Faculty, & Staff) 2014:   1

Appendix 2: Top-Ten Percent Program

Cohort	Applicants	Enrolled	Average Annual Award	Average GPA	Average SAT (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 2014		84		3.89	1084								
Fall 2013		100		3.91	1110	94	94.0%						
Fall 2012	354	70	$1,956	3.76	1062	64	91.4%	56	80.0%				
Fall 2011	352	107	$1,882	3.63	1012	95	88.8%	87	81.3%	83	77.6%		
Fall 2010	346	102	$1,862	3.67	1002	88	86.3%	85	83.3%	77	75.5%	32	31.4%
Fall 2009	377	143	$1,933	3.71	1005	119	83.2%	108	75.5%	98	68.5%	47	32.9%
Fall 2008	326	121	$1,931	3.73	990	100	82.6%	89	73.6%	82	67.8%	48	39.7%
Fall 2007	402	165	$1,894	3.71	963	129	78.2%	111	67.3%	105	63.6%	45	27.3%
Fall 2006	372	187	$1,867	3.69	951	142	75.9%	122	65.2%	111	59.4%	43	23.0%
Fall 2005	315	189	$3,752	3.58	931	143	75.7%	126	66.7%	115	60.8%	46	24.3%

Source PeopleSoft: IR(PP)

Prepared 1/26/15

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

	Fall Cohort First-Time Full Time	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
	FY Graduation Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
USM or INSTITUTION Total (Depends on whether an institution is at or above the USM average.)	**6-Year Graduation Rate**	66%	73%	68%	63%	65%	65%	68%	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%	85%	n/a
	3rd Year Retention	76%	81%	77%	73%	75%	74%	77%	78%	78%	79%	79%	n/a	n/a
	4th Year Retention	72%	78%	73%	69%	71%	71%	74%	75%	74%	76%	n/a	n/a	n/a
	5th Year Retention	31%	29%	31%	28%	29%	29%	29%	28%	27%	n/a	n/a	n/a	n/a
	5th Year Retention / Graduation	71%	75%	71%	67%	68%	69%	71%	73%	73%	n/a	n/a	n/a	n/a
Institution's African American	**6-Year Graduation Rate**	69%	73%	73%	55%	59%	60%	66%	n/a	n/a	n/a	n/a	n/a	n/a
	The Gap	-2%	-1%	-5%	9%	6%	5%	2%	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%	90%	n/a
	3rd Year Retention	81%	88%	83%	74%	77%	75%	82%	79%	79%	86%	87%	n/a	n/a
	4th Year Retention	77%	85%	82%	68%	69%	69%	79%	75%	73%	84%	n/a	n/a	n/a
	5th Year Retention	37%	43%	41%	40%	40%	37%	39%	38%	37%	n/a	n/a	n/a	n/a
	5th Year Retention / Graduation	73%	81%	76%	66%	65%	66%	74%	73%	69%	n/a	n/a	n/a	n/a
Institution's Hispanic	**6-Year Graduation Rate**	61%	59%	67%	51%	55%	69%	64%	n/a	n/a	n/a	n/a	n/a	n/a
	The Gap	5%	13%	1%	12%	11%	-4%	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%	84%	n/a
	3rd Year Retention	77%	73%	79%	66%	73%	78%	74%	81%	71%	81%	76%	n/a	n/a
	4th Year Retention	77%	73%	72%	57%	69%	76%	75%	79%	69%	78%	n/a	n/a	n/a
	5th Year Retention	42%	23%	38%	19%	35%	35%	32%	31%	29%	n/a	n/a	n/a	n/a
	5th Year Retention / Graduation	74%	59%	72%	53%	65%	73%	71%	74%	72%	n/a	n/a	n/a	n/a

	6-Year Graduation Rate	61%	66%	64%	52%	56%	54%	63%	n/a	n/a	n/a	n/a	n/a	n/a
	The Gap	5%	6%	4%	11%	9%	11%	5%	n/a	n/a	n/a	n/a	n/a	n/a
Institution's Low- income (Pell)	**2nd Year Retention**	86%	84%	84%	81%	81%	81%	86%	84%	86%	85%	86%	86%	n/a
	3rd Year Retention	76%	78%	76%	69%	71%	69%	79%	77%	77%	79%	80%	n/a	n/a
	4th Year Retention	72%	75%	73%	62%	64%	64%	73%	72%	73%	75%	n/a	n/a	n/a
	5th Year Retention	34%	39%	42%	34%	35%	35%	34%	37%	32%	n/a	n/a	n/a	n/a
	5th Year Retention / Graduation	68%	73%	70%	59%	61%	63%	69%	71%	70%	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 their degree(s) in the fall term of their fifth academic year or in earlier terms.

Appendix 4: Towson Opportunities in STEM (TOPS) Program

Retention and graduate rate data for students participating in this initiative are as follows:

TOPS Program	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
cohort size (n=)	n/a	n/a	n/a	16	22	20	21	18	21	20
fall to fall retention rate	n/a	n/a	n/a	100%	86%	100%	100%	94%	95%	n/a
6-year graduation rate	n/a	n/a	n/a	63%	n/a	n/a	n/a	n/a	n/a	n/a

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

YEAR	2009-2010	2010-2011*	2011-2012	2012-2013	2013-2014
Participants Male Female Other	164 32 (20%) 132 (80%) 0	181 33 (18%) 148 (82%) 0	241 55 (23%) 186 (77%) 0	296 54(18%) 242(82%) 0	303 64 (21%) 239 (79%) 0
African American Asian American Biracial Caucasian Latino Native American Not Listed	109 (66%) 23 (14%) 0 16 (10%) 16 (10%) 0 0	114 (63%) 19 (10.5%) 19 (10.5%) 8 (4%) 21 (12%) 0 0	154 (64%) 23 (9%) 5 (2%) 12 (5%) 35 (15%) 5 (2%) 7 (3%)	149 (50%) 43 (15%) 33 (11%) 37 (13%) 25 (8%) 1(.3%) 8 (2.7%)	191 (63%) 39 (13%) 4 (1%) 33 (11%) 32 (11%) 4 (1%) 0
.00 - 1.99 2.00 - 2.49 2.50- 2.99 3.00 - 3.49 3.50 - 4.00 Withdrawals Dean's List	15 (9%) 8 (5%) 50 (31%) 61 (37%) 25 (15%) 5 (3%) 25 (15%)	9 (6%) 16 (10%) 35 (23%) 58 (38%) 27 (17%) 10 (6%) 27 (17%)	15 (6%) 23 (9%) 60 (25%) 89 (37%) 43 (18%) 11(5%) 43 (18%)	16 (5%) 29 (10%) 68 (23%) 114 (39%) 69 (23%) 2 (.67%) 69 (23%)	24 (8%) 38 (13%) 65 (21%) 113 (37%) 63 (21%) 0 78 (26%)**

Appendix 6: SAGE Program 5-Year Summary Data

YEAR	2009-2010	2010-2011*	2011-2012	2012-2013	2013-2014
Participants	164	181	241	296	303
Male	32 (20%)	33 (18%)	55 (23%)	54(18%)	64 (21%)
Female	132 (80%)	148 (82%)	186 (77%)	242(82%)	239 (79%)
Other	0	0	0	0	0
African American	109 (66%)	114 (63%)	154 (64%)	149 (50%)	191 (63%)
Asian American	23 (14%)	19 (10.5%)	23 (9%)	43 (15%)	39 (13%)
Biracial	0	19 (10.5%)	5 (2%)	33 (11%)	4 (1%)
Caucasian	16 (10%)	8 (4%)	12 (5%)	37 (13%)	33 (11%)
Latino	16 (10%)	21 (12%)	35 (15%)	25 (8%)	32 (11%)
Native American	0	0	5 (2%)	1(.3%)	4 (1%)
Not Listed	0	0	7 (3%)	8 (2.7%)	0
.00 - 1.99	15 (9%)	9 (6%)	15 (6%)	16 (5%)	24 (8%)
2.00 - 2.49	8 (5%)	16 (10%)	23 (9%)	29 (10%)	38 (13%)
2.50- 2.99	50 (31%)	35 (23%)	60 (25%)	68 (23%)	65 (21%)
3.00 - 3.49	61 (37%)	58 (38%)	89 (37%)	114 (39%)	113 (37%)
3.50 - 4.00	25 (15%)	27 (17%)	43 (18%)	69 (23%)	63 (21%)
Withdrawals	5 (3%)	10 (6%)	11(5%)	2 (.67%)	0
Dean's List	25 (15%)	27 (17%)	43 (18%)	69 (23%)	78 (26%)**

*2010-2011 data has been updated to include additional cohort students.
** Based upon semester, not cumulative, grade point averages.

UNIVERSITY OF BALTIMORE

university of baltimore

Institutional Programs of Cultural Diversity

Progress Report

Submitted April 1, 2015

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

Mission of the University of Baltimore:

"*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 goals and related objectives from UB's Strategic Plan.

UB Strategic Plan 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:**
> > o 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:**
> > o 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:**
> > o 6.7: Continue to cultivate a community that values diversity, equity and inclusion.

UB Diversity and Culture Center Goals:

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

Strategies and progress measures 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, University of Baltimore students were in upper division undergraduate, graduate and law programs. Since introduction of traditional-age freshmen in 2007, total enrollment has grown by 30%, with significant growth (65%) in the undergraduate population, moderate growth (18%) in the graduate population, and decline among law students. These changes in the population are attributed to expansion of UB's undergraduate population in the Baltimore Metropolitan area and geographic recruitment beyond the UB's historic base to achieve greater diversity—in in age (trending younger), geographic origin (trending farther from campus), and in ethnicity (trending less White).

Fall 2014 University of Baltimore Total Enrollment

- Am Ind/AL Native, 0.3%
- Asian, 4.5%
- Black/Afr Am, 39.7%
- White, 40.6%
- Not Spec, 3.9%
- Nat Haw/Pacific Isl, 0.2%
- Multi-racial, 3.1%
- Hispanic/Latino, 4.8%
- Foreign, 2.9%
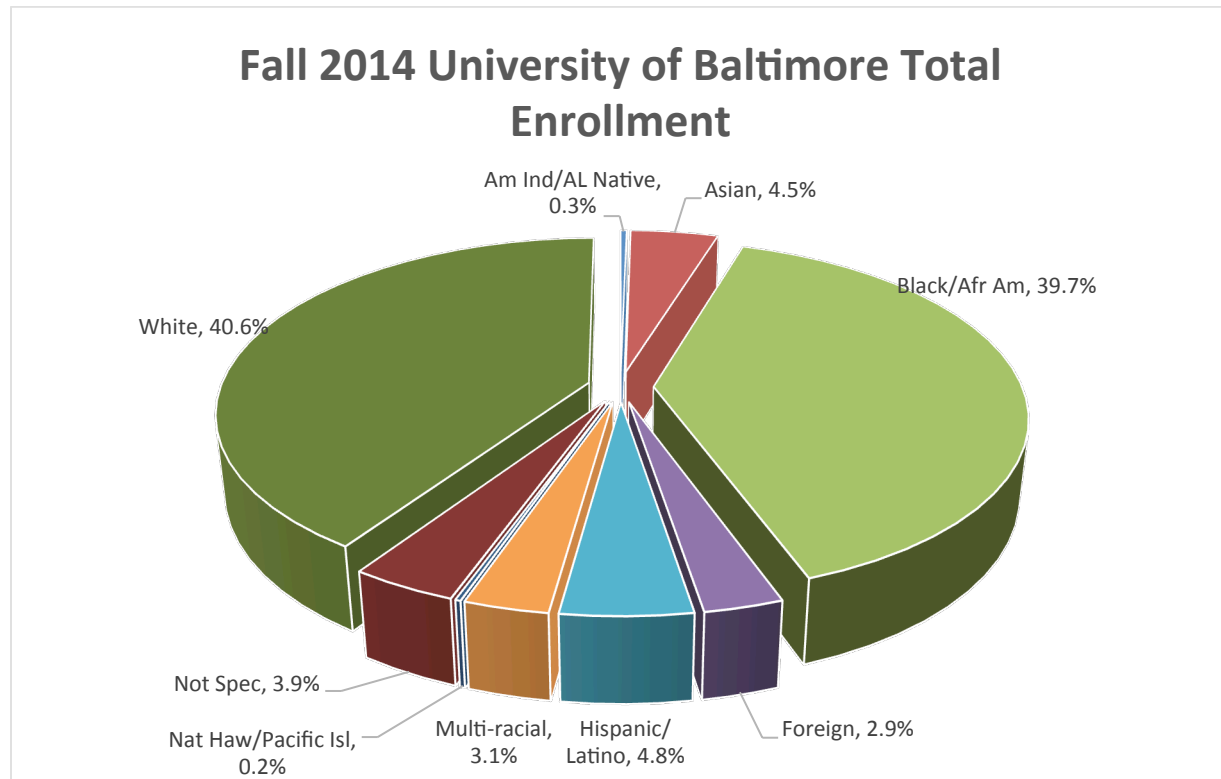
Tables IV and V at the end of this report document change in student self-reported diversity from 2009-2010 through 2014-2015 academic years. UB's new freshmen have become the most ethnically diverse population; fall 2014 class composition was 60.5% African American, 19.8% White, 7.8% Hispanic/Latino, 4.5% Asian, and 1.6% International. The undergraduate transfer population for fall 2014 was 46.1% African American, 34.9% White, 5.0% Hispanic/Latino, 4.4% Asian, and 1.9% International. Growth in new freshman was noticeable among Hispanic/Latino and Asian students. New transfer student enrollment remains proportionally

little changed for Hispanic/Latino and African-American/Black students while new transfer Asian student enrollment has decreased.   The composition of students in UB's graduate and professional programs has remained fairly constant. In fall 2014, the entering graduate student cohort was 42.7% African American, 35.3% White, 3.0% Hispanic/Latino, 3.5% Asian, and 7.2% International. The Law School population was 13.0% African American, 64.1% White, 6.3% Hispanic/Latino, 5.2% Asian, and 7.4% not specified.

Student Recruitment Initiatives. Focused recruitment efforts rare essential to attract students today. For instance, we continue to implement recommendations form the AY 2012-13 *UB 21 Summit on Hispanic Students and Higher Education: Proximos Pasos*, which brought together representatives of local high schools, universities, businesses, government entities, and community groups with the goal of identifying barriers to education and implementing solutions. UB added staff in the Offices of Admissions, including a full-time admission counselor dedicated to active recruitment of Hispanic and Asian students. 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 underrepresented students in each year's incoming class, and it has developed programs to assist students prepare for applying to law school. At the same time, UB faculty are increasingly conscious of the number of US-resident African and Middle Eastern students enrolled at UB who are not captured by the reporting categories, and we are making a concerted effort to recruit more such students.

What we have learned from Closing the Achievement Gap Analyses. One of the most important ways in which UB has been able to increase the number of traditionally underrepresented students is through effective retention of those students recruited to UB in the first place. Each year since 2011, UB prepares a <u>Closing the Achievement Gap</u> report to the University System of Maryland. This work focuses on assessing the "gap" between the retention and graduation rates of all students and our most at-risk populations, African American, Hispanic, and Pell-eligible students who are first-time/full-time undergraduates and new transfer students. Among UB's most important findings are the following:

*No achievement gap exists in the first to second year transition between all UB first-time undergraduates and African American first-time undergraduates; indeed, retention of African-American students is higher and continues through four years, in part due to our highly supported advising system for pre-majors to advising in the majors. However, transition to more independent course selection with less oversight through advisors and the early alert system often put these students at risk for departure decisions or to be involuntarily separated from the University later in their academic career at UB, and so completion rates do not adequately mirror retention rates for underrepresented groups.

*Pell-Eligible students also fare better than all students during early years, until they begin to exhaust financial aid, at which point many make the choice to go from full-time to part-time (decreased enrollment intensity) or to work more hours outside of school than their skill level can manage. 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).

*Many students who reduce their enrollment intensity then take longer than six years to complete, and that requires UB to stay closely connected to these students to help them to completion. Eight years show greater completion rates.

*Recent gains in retention and completion among all underrepresented students reflect interventions taken in recent years following a "Pathways to Persistence" approach for all student cohorts (freshmen, freshman and sophomore transfer students, and upper division transfer students) to determine where the barriers to persistence and progression lie and to determine how better to prepare students to overcome those barriers and when those barriers may be eliminated while retaining high academic standards.

*For transfer students, retention and completion rates are likely a result of lower enrollment intensity in the at-risk population than that for the student population as a whole. For instance, demographic analyses have shown 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 risks associated with being a part-time student are driving the graduation rate gap.

In short, continued improvement for freshmen and transfer student progress has to do with 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. However, because life situations are often key to decisions concerning enrollment intensity, gaps in time to graduation will likely persist for some time, with at-risk students remaining at-risk for lower enrollment intensity rates, and thus longer time to degree completion.

Initiatives Related to Risk Factors for Underrepresented Students. For underrepresented students, indeed for all students, we have systematically focused on risk factors such as 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; access issues related to retention, including course availability to accommodate work and personal commitments; availability of financial aid for part-time students; and commitment to completion (strengthened by more frequent feedback on progress, clearer college to career connections, and more flexible engagement opportunities). We have also undertaken an intentional rebuilding of the general education curriculum, along with course redesign efforts, to make the curriculum more coherent from matriculation to completion for every student.

Faculty and Staff.

As tables I, II, and III demonstrate, UB has experienced only slight change in diversity of faculty and staff since the first report in 2008, and most of that change is in faculty other than those in tenure lines. UB's Office of Human Resources (HR) annually assesses the impact of recruiting a diverse workforce, tracking applicant responses to specific publications. Because applicant response rates to *Diverse Issues in Higher Education* (DIHE) ads have been low, HR continues to use affirmative action upgrades to *HigherEdJobs* (HEJ) as the primary source for diversity advertising. Response rates to HEJ advertising continue to be favorable. In addition, HR uses selected advertising sources to attract diverse applicants and candidates. In the past year, these

sources have included *Chronicle of Higher Education* affirmative action advertising upgrades and *Hispanic Outlook in Higher Education* advertising. In conjunction with HR, individual schools attend conferences in their disciplines to solicit diverse pools of applicants for positions.

What is clear is that UB has not been effective in recruiting underrepresented faculty members, and in some instances in retaining them. UB needs to find a way to build a faculty that begins to look more like its students and its region.

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

Cultural awareness programs offered by a variety of divisions in Academic Affairs and in Student Affairs include programs for faculty and staff training, curricular and course initiatives, and co-curricular programming. In the division of Student Affairs, The Diversity and Culture Center provides the hub for diversity initiatives in collaboration with each of UB's four colleges.

Specific Initiatives, Assessments and Actions taken since last report:

- **The Brotherhood, Mentorship, Achievement, Leadership, and Enterprise Program (B.M.A.L.E. Program)**. B.M.A.L.E. Program is a 2014 initiative developed by the Office of the Provost and the Office of Academic Innovation tasked with working to close the achievement and retention gaps for undergraduate black men through the implementation of a multi-layered intervention strategy. The program includes social, cultural and academic support through use of intensive mentoring, building of peer cohort support structures, faculty development opportunities, enhanced advising and tutoring access, and environmental assessments.

- **Safe Space Training**. During the fall 2014 and spring 2015 semesters Diversity and Culture Center members coordinated the Safe Space Train the Trainer Workshops. Training topics included the role and importance of safe spaces; components of sexuality and gender, transgender community and gender variance; and what it means to be an Ally. Following the training, participants were invited to complete the Ally Agreement form indicating their commitment to being a UB Ally. Upon completing the form, participants received the UB Safe Space Placard, and student participants received a Safe Space Ally pin. Nine students, faculty and staff were trained as LGBTQ Allies after participating in training.

All schools and programs provide programmatic initiatives, including the following examples:

BA in English
- Dr. Nancy Kang teaches African-American Literature, Native American Literature and Critical Race Studies
- The degree program includes a cultural diversity requirement
- Co-Curricular integration of African-American History month events with Spotlight UB
- Professor Diedre Badejo was featured in PBS "Sacred Journeys"

- Speaker Ezili Danto, a Haitian poet and playwright, was supported by English Program Rose Funds (Sept. 29, 2014)

MFA in Creative Writing & Publishing Arts
- MFA Reading Series brings in a diverse array of writers
- All books in MFA classes reflect cultural diversity and raise awareness
- Write-Brain kids is a program to bring reading and writing to N. Baltimore's Govans Elementary School

MS program in Applied Psychology; Certificate in Professional Counseling Studies
- Cultural sensitivity is infused across courses in the Industrial Organization track
- APPL614: Community Psychology specifically focuses on interrelatedness of the individual and her/his physical, social and cultural environment
- Students in the Counseling Track work with extremely diverse client populations
- In response to a questionnaire used in assessment regarding diversity, APPL703: Practicum 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.

Psychology
- A new initiative engages undergraduate and graduate students in a Virtually Abroad Program in which students from UB team up with students from the University of Barcelona to engage in an experiential learning project.

Integrated Arts
- In-residence performances and master classes by artists such as Aspen String Trio
- Field trips to Walters Art Gallery, Sculpture and Art Walkaround event
- Collaboration with the Hoffberger Center for Professional Ethics to create an Arts and Ethics programming initiative through the Institute

Merrill School of Business (MSB)
- Redesigned MBA Strategic Goal 2 (fall 2014) - Leadership and Team Dynamics: Graduates will analyze the challenges of leading with integrity within a dynamic, complex global work.
- MGMT 498/798 Global Field Study (3). This course provides an opportunity for lectures and discussion with local experts and students regarding key themes of economic, political and cultural importance to business. The course also engages students in field visits to companies, government agencies and other organizations located abroad.
- Study Abroad Trips Planned
  - 2014 trips:
    - ·Winterim: Chile
    - Summer: Switzerland
  - 2015 trips:
    - · Spring break: UAE
    - ·Summer: Greece
  - 2016 trips:
    - Service-Learning trip to Philippines MGMT 796 Global Business Practicum (3) Spring break: Italy

- Summer: TBD probably Asia
- 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.

College of Public Affairs (CPA)
- Academic Support for the Alternative Spring Break in Mullins, WV
- Continuation of program for Neighborhood Liaisons Project where students work with different groups represented by Greater Homewood Association
- Sponsored Dean's Speaker's Series Discussion on Community Conferencing: techniques to solve community issues
- Sponsored Youth Leadership for Sustainable Communities: Jeffrey Sachs led initiative to develop leadership to solve community problems.
- Sponsored Voter Registration Drives in November 2014.

Public and International Affairs
- Special Topic Offerings in Global Environmental Policy
- Special Topic Offerings in Poverty and Inequality and the Great Society
- Student driven assessment of UB's efforts in Sustainability as part of Special Topics Course in Sustainable Communities

Criminal Justice (CPA)
- Development of the Inside-Out Prison Program where students and prisoners work together on projects
- Development of undergraduate program in Victim Studies;
- Development of graduate program in Trauma Informed Studies.

Health and Human Services (CPA)
- Ongoing development of courses in Aging Politics and Policy Issues;
- Development of course to deal with Empathy for Public Servants

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

General Education
- Offered for the first time in fall 2014, a Sophomore Seminar, required of all students with a common reading selection *The Immortal Life of Henrietta Lacks.*

Spotlight UB (university arts venue housed in YGCAS)
- Produced and a play about sexual orientation
- Irish poet Nessa O'Mahony conducted a reading of her own work, along with other female Irish poets.
- African American Arts Festival – in recognition of Black History Month, including:
  - Amiri Baraka's play, *Slave Ship*
  - Staged reading of Suzan-Lori Parks' play, ***Topdog/Underdog*** about two African-American brothers struggling with identity.
  - Lenneal Henderson's performance of one-man play about labor organizer and civil rights activist A. Philip Randolph.

Student Affairs Programs and Services

- **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 6th Annual African American Arts Festival was held February 17th and 18th 2104. The events were hosted by the Diversity and Culture Center, Spotlight UB and the Yale Gordon College of Arts and Sciences. The three day festival consisted of four programs and was open to the University of Baltimore and surrounding community. Over 100 students, faculty, staff and members of the community attended this year's festival. The festival began with the Love-In 14 Variety Show which featured musical performances by a variety of Baltimore based musicians. The festival included an evening of slam poetry co-sponsored with the College of Arts and Sciences. Students enrolled in the MFA program, undergraduate students and faculty members this extraordinary performance. The festival concluded with a blues/jazz performance, which included an open mic where audience members performed original spoken word and poetry.

- **World AIDS Day**. Red ribbons were distributed to commemorate World AIDS Day.
- **Hunger Banquet**. 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.
- **Soup and Substance Series.** These lunchtime programs feature a small group dialogue on various cultural and diversity topics with campus facilitators. "Dumb Things People Say" was the first in a series of sessions held in the Diversity Lounge during the lunch hour. The small dialogue session was facilitated by Karla Shepherd, Director of the Diversity and Culture Center who led a discussion of the book, 35 Dumb Things Well-intended People Say by Dr. Maura Cullen. The book highlights controversial sayings though well intentioned which often widen the diversity gap sometimes causing harm personally and professionally. The second topic of the fall 2014 Soup & Substance Series was Coming Out and Identity issues for the LGBTQ community. Karla Shepherd, Director of the Diversity and Culture Center, facilitated the discussion of a video clip of I have a Girlfriend But Don't call Me 'Gay' or 'African American' which featured an interview with Raven Symone, who spoke about her views on coming out and being African American. "*Diversity Then and Now"* in the work place was the third and final Soup and Substance program for the semester and was facilitated by Carol Ann Mathison, and Kelly Harris of Morgan Stanley. The discussion began by asking participants to define diversity and how diversity is defined at large companies such as Morgan Stanley. Group discussion and sharing of personal opinions and experiences about diversity in the work place was encouraged. .
- **Holidays around the world.** The annual Holidays Around the World program was held in late November. Students were invited to host tables that provided information about religious holidays and observances in their countries. Student hosts were encouraged to dress in their native wear. The 82 program participants had the opportunity to enjoy cultural food and music while visiting each table. Attendees asked questions about cultural holidays and national observances. Countries represented included Nigeria, South Korea, Nepal, Ukraine, Jamaica, Trinidad and Tobago, Saudi Arabia, CAMPUS China, Cameroon, Central Africa Republic, and the United States. Members of the UB Muslim Student Association also hosted a table.
- **The Intersection between Law, Race, and Sexual Orientation**. This program was a collaboration between the Diversity and Culture Center and the Black Law Students Association. This program included a panel discussion which addressed how race, gender and sexual orientation affect judges, attorneys and the general public. Panelists included Earl Adams, Jr., DLA Piper, Heather R. McCabe, McCabe Russell, P.A. Jaconda Wagner, Wagner Law, LLC, Michelle Wilson, and Baltimore City State's Attorney Office. Professor Gilbert A. Holmes of the School of Law moderated the discussion.
- **Women's Group.** The first meeting of the Women's resource group was held during the spring semester. This group was designed specifically 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. The group met several times during the semester. The group will reconvene when the fall semester begins.

- **National Coming Out Day.** In recognition of National Coming Out day on October 9, 2014 the Diversity and Culture Center provided a table in the Student Center lobby. The table included posters that provided a history of the observance and resource materials. A total number of 65 participants stopped by the table and filled out an "I'm coming out as" name tag and completed a piece of a puzzle that indicated how they added to the diversity of the UB campus.
- **Social Media**. During the spring semester the Center's Facebook had over 131 likes, an increase of 14% from the previous semester. The Video logs (VLOG) A coming out story: Anonymous Lesbian and Holiday Dishes from Around the World, both posted on the Center's YouTube page had a total of 1070 views, an increase of over 150% from the fall semester.
- **Women's Power Connection Luncheon.** This initiative was a collaboration between the Diversity and Culture Center and the Career and Professional Development Center. Panelists included a consultant from T. Rowe Price, the president of Management Dynamics, Inc., the Special Assistant to the Chief Legal Counsel for Baltimore Public Schools, the Vice President for TerraLogos Energy Group, and the Youth Enrichment Programs Coordinator for the Parks and People Foundations. Panelists shared their experiences as women in the workplace, covering such topics as salary negotiation tips, work-life balance issues and strategies, discrimination issues, networking and how to present oneself as a woman in the workplace. Following the panel discussion and luncheon, participants were introduced to the Pitch Activity, which gave students the opportunity to create, develop, and practice their 30 second elevator pitch. Students received feedback from the panelists and at the conclusion of the luncheon, students were encouraged to network with the panelists, professional staff, faculty, and their fellow students.
- **The Diversity Resource Library** continues to be utilized by students, faculty and staff. Resource materials offered include movies, magazines and books which focus on various aspects of diversity.

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.
- 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 2013-14 and beyond.

Section V: Comparative Tables

Table I: Tenured/Tenured Track

	2009-2010				2010-2011				2011-2012				2012-2013				2013-2014				2014-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	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	15	8.8%	7	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	9	6.2%	5	4	9	6.1%	6	3	11	6.6%	6	5	13	7.7%	7	6	15	8.8%	8	7
Hispanic/Latino	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	4	2.4%	0	4
White	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	130	76.5%	76	54
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	6	4.1%	5	1	4	2.7%	3	1	5	3.0%	3	2	14	8.3%	9	5	6	3.5%	5	1
Total	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	170	100.0%	96	74

Table II: Other Tenured Status

	2009-2010				2010-2011				2011-2012				2012-2013				2013-2014				2014-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	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	44	17.0%	26	18
American Indian or Alaskan Native	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	0	0.0%	0	0
Asian	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	10	3.9%	4	6
Hispanic/Latino	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	8	3.1%	5	3
White	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	193	74.5%	126	67
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	1	0.4%	0	1	0	0.0%	0	0	0	0.0%	0	0	1	0.4%		1
Did not Self identify	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	3	1.2%	1	2
Total	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	259	100.0%	162	97

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	Table III: Staff																			
	2010-2011				2011-2012				2012-2013				2013-2014				2014-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	228	37.1%	59	169	220	36.3%	63	157	196	34.8%	56	140	196	34.3%	54	142	211	36.5%	61	150
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
Asian	17	2.8%	9	8	20	3.3%	12	8	18	3.2%	11	7	19	3.3%	11	8	19	3.3%	13	6
Hispanic/Latino	9	1.5%	4	5	9	1.5%	4	5	12	2.1%	5	7	12	2.1%	4	8	17	2.9%	8	9
White	340	55.3%	150	190	338	55.8%	147	191	322	57.1%	138	184	321	56.1%	133	188	315	54.5%	129	186
Native Hawaiian or Pacific Islander	1	0.2%	0	1	1	0.2%	0	1	1	0.2%	0	1	1	0.2%	0	1	0	0.0%	0	0
Two or More races	2	0.3%	1	1	4	0.7%	2	2	3	0.5%	1	2	2	0.3%	1	1	6	1.0%	3	3
Did not Self identify	18	2.9%	9	9	14	2.3%	7	7	12	2.1%	3	9	21	3.7%	9	12	10	1.7%	2	8
Total	615	100.0%	232	383	606	100.0%	235	371	564	100.0%	214	350	572	100.0%	212	360	578	100.0%	216	362

Table IV: Undergraduate Students

	2009-2010				2010-2011				2011-2012				2012-2013				2013-2014				2014-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	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	1,642	48.0%	549	1,093
American Indian or Alaskan Native	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	17	0.5%	7	10
Asian	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	153	4.5%	80	73
Hispanic/Latino	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	183	5.4%	87	96
White	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	1,179	34.5%	638	541
Native Hawaiian or Pacific Islander			-	-	4	0.1%	4	-	9	0.3%	6	3	8	0.2%	5	3	7	0.2%	5	2	10	0.3%	5	5
Two or More races			-	-	38	1.2%	11	27	72	2.2%	25	47	82	2.4%	28	54	109	3.2%	40	69	134	3.9%	50	84
Did not Self identify	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	102	3.0%	43	59
Total	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	3,420	100.0%	1,459	1,961
International Students	35		18	17	37		19	18	49		25	24	61		24	37	76		28	48	65		30	35
Grand Total	3,004		1,263	1,741	3,226		1,409	1,817	3,257		1,384	1,873	3,426		1,481	1,945	3,526		1,505	2,021	3,485		1,489	1,996

Table V: Graduate Students

	2009-2010				2010-2011				2011-2012				2012-2013				2013-2014				2014-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	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	908	32.3%	240	668
American Indian or Alaskan Native	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	1	0.0%	1	
Asian	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	136	4.8%	65	71
Hispanic/Latino	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	122	4.3%	50	72
White	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	1,427	50.7%	687	740
Native Hawaiian or Pacific Islander			-	-	4	0.1%	1	3	4	0.1%	1	3	6	0.2%	3	3	2	0.1%	2		2	0.1%	1	1
Two or More races			-	-	33	1.1%	9	24	52	1.7%	14	38	62	2.0%	24	38	74	2.6%	27	47	68	2.4%	24	44
Did not Self identify	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	149	5.3%	62	87
Total	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	2,813	100.0%	1,130	1,683
International Students	192		85	107	137		62	75	114		48	66	103		46	57	91		38	53	124		55	69
Grand Total	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	2,937		1,185	1,752

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UNIVERSITY OF MARYLAND, BALTIMORE

PROGRAM OF CULTURAL DIVERSITY
2014 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. 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 has a multi-pronged approach to fostering cultural competency which includes efforts and initiatives from the President's Office, Campus Life Services, and our schools as well as programming by our students. Furthermore each of the graduate/professional schools has accreditation standards that include cultural competency and diversity in the forefront of their educational efforts. This 2014 Progress Report briefly highlights some of the activities that have occurred in the past year.

I. *MHEC Component*

1. Summary of Institutional Plan

UMB's Strategic Plan[1] outlines the fundamental precepts of the institution via Themes and Fundamental Areas. The second Theme of the Strategic Plan provides the framework for UMB's Institutional Plan.

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

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[1] http://www.umaryland.edu/about-umb/strategic-plan/

As was noted in prior reports, UMB's Strategic Plan lists all major goals, areas of emphasis and denotes strategies for implementation. The three goals under Diversity and Inclusion are:

- Promote a commitment to diversity and a culture of inclusion.
- Enhance the environment to ensure diversity is valued and inclusion becomes a guiding principle in every aspect of the University's activities.
- 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.

As part of the Strategic Plan's implementation, co-chairs were established for each theme, workgroups were formed with diverse membership of faculty, staff and students from our schools and programs. Heading the Diversity and Inclusion efforts are Peter N. Gilbert, chief operating officer and senior vice president and Roger J. Ward, chief accountability officer and vice president, academic affairs.

Progress under the Strategic Plan is evaluated annually by an Executive Implementation Committee comprised of all deans and vice presidents plus selected others. This group reviews the mandatory reports by co-chairs on progress toward meeting the itemized tactics relevant to each goal that were established during the strategic planning process.   Listed below are the Diversity and Inclusion goals with concomitant tactics[2] and their status as of the most recent reporting period.[3]

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

Tactics:

1.1 Assign to the President's Diversity Advisory Council oversight and support of the University's diversity and inclusion initiatives. <u>Complete</u>

1.2 Establish a diversity and inclusion distinguished fellow who will develop and operationalize novel initiatives promoted by the Diversity Advisory Council. <u>In progress: job description written; selection anticipated 2015</u>

1.3 Appoint in each school and principal administrative unit a senior administrator or faculty member to liaise with the Diversity Advisory Council on diversity and inclusion initiatives. <u>Complete</u>

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[2] At the outset of the Strategic Plan tactics were prioritized and scheduled for start and completion dates ranging from June 2013 through June 2016.
[3] June 2014.

1.4 Conduct a Universitywide diversity and inclusion assessment to establish a baseline from which to build programs and initiatives. Scheduled to begin fall 2015

1.5 Administer a periodic survey to assess the campus climate on diversity and inclusion issues. Scheduled to begin 2016

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. Ongoing

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

2.3 Promote diversity among faculty and leadership. Ongoing

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. Complete

2.5 Develop and publicize events and programs that recognize and celebrate diversity and promote inclusion. Ongoing

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. In progress: a value proposition for cultural competency has been drafted

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. Scheduled to begin fall 2015

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. Delayed: implementation was schedule to have begun fall 2014

In addition to the inclusion of Diversity and Inclusion as an enumerated item in the Strategic Plan, UMB also specifically lists "Diversity" as one of its seven Core Values:[4]

The UMB publication "Living our Core Values"[5] explains further:

Diversity is a word often used to describe differences among people in terms of race, creed, or sexual orientation. At UMB, diversity means much more. The UMB campus body is diverse in the aforementioned ways, but also in abilities, backgrounds, values, personalities, thoughts, goals, and aspirations. We strive for common identity and purpose. This requires respect, patience, understanding, courtesy, and civility. We value diversity and unique contributions, fostering a trusting, open, and inclusive environment and treating each member of our UMB community in a manner that incorporates all of our core values. Our clearly defined core values provide a sense of identity, stability, and direction.

UMB strives for diversity among its students, faculty, and employees as well as in the vendors, organizations, and businesses with whom we choose to partner. We prepare our students to thrive in a diverse society and in a world where social interaction, work, and exchange occur across geographical, cultural, and socioeconomic boundaries.

We immerse our students in experiences that expose them to different perspectives and provide them with varied learning opportunities. This exposure is based on the concept of respecting and celebrating individual differences, whether they pertain to a person's ethnicity, race, sexual orientation, disability, economic background, political views, or religious beliefs.

The leadership of the President's Office on diversity and inclusion matters is matched in each of UMB's schools by the Deans and their leadership teams; provided below are some highlights of their efforts.

2. Efforts to Increase Numerical Representation of Traditionally Underrepresented Groups Among Students, Staff and Faculty.

It is simply not possible to list all of the campus and school activities related to increasing numerical representation among students, staff and faculty within the page limitations this report. As such, within the three categories, only exemplars are provided below.

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[4] http://www.umaryland.edu/about-umb/strategic-plan/about/core-values/

[5] http://www.umaryland.edu/president/core-values/

a) Students

At each of the Schools, considerable effort is made to recruit, admit, and retain a diverse student body keeping in mind factors such as race, ethnicity, place of origin, veteran status, gender, age, marital status, and prior experience. Recruitment strategies to foster diversity in the applicant pool and admitted class include visiting historically minority schools and attending specialty fairs, as well as targeted recruitment events that focus on underrepresented minority representation. These recruitment efforts include partnerships with and presentations/attendance at events in and around Baltimore County. A partial list is provided below:

- Summer Medical Dental Education Program
- National Hispanic Medical Association
- Student National Medical Association
- National Hispanic Fair
- Latino Provider Network
- Future Latino Leaders Law Camp
- National Black Pre-Law Conference
- National Association of Medical Minority Educators
- Hispanic Youth Symposium
- National Association of African American Honors Programs

The goal of each interaction is to work toward increasing diversity; emphasizing the need for more underrepresented physicians, nurses, social workers, lawyers, pharmacists, scientists and dentists.

UMB Schools also often invite prospective students from underrepresented groups to receptions in Baltimore and elsewhere, at times connecting these prospective students with students and/or alumni with similar background. Moreover, when holding open houses on campus, we ensure to have diverse student and faculty panels and highlight culturally diverse aspects of Baltimore and UMB.   In 2014 on campus events included:

- Information session for high school students co-sponsored by Black, Hispanic and Asian Pacific Bar Associations;
- Shadowing with medical professionals for diverse high school and college students; and
- Student involvement as coordinators for the National Student Leadership Conference and Envision Career & Leadership Programs.

Supportive efforts continue post-admission. For example, the School of Nursing (SON), which enrolls a student body where 34% identify themselves as a minority and 11% are male, has a Student Success Center that offers an array of support services to nursing students. These services include guided study sessions, private peer academic tutoring, individualized academic coaching, and academic enrichment

workshops. The academic support services are targeted to the unique needs of its diverse student body and play an important role in student retention and graduation. In addition, in 2014 the SON began offering a menu of career services for current students as well as alumni.

b) Staff and Faculty

Fostering a work and educational environment that is free from discrimination is at the forefront of UMB's efforts. We all benefit from working in an environment that brings together people from diverse backgrounds and equal employment opportunity is essential to achieving that diversity. Each year UMB prepares an Affirmative Action Plan[6] that assists UMB in developing a representative workforce. The Affirmative Action Plan focuses on our efforts to achieve a workforce that is more diverse and highlights areas where we need in increase our emphasis. This effort is intimately connected to UMB's Strategic Plan and Core Values.

Since a majority of hiring is done within the schools and programs, the information in the Plan is shared broadly. Sensitivity to and awareness of the diversity among faculty and staff is part of UMB's culture and when making hiring decisions, deans and their representatives strive towards recruiting and retaining underrepresented employees throughout the schools. When search committees are formed and launched for faculty and/or staff recruitments, the diversity (in terms of gender, racial/ethnic background, ability and veteran status) of both the committee membership and the candidate pool is emphasized.

The Affirmative Action Plan is also used for benchmarking efforts. For example, the SOM Dean and senior human resource leaders interact regularly with the campus Office of EEO/Diversity. Once a year, the SOM is provided a report of the previous years' status with respect to diversity (in terms of gender and minority) for all faculty and staff positions. For faculty, the SOM uses the information available from the Association of American Medical Colleges for its availability pool and numbers are compared to the general population of available faculty based on their area of specialty. Similar comparisons are made for staff positions using local and national availability data by position type. Areas where we are below the available population are recorded as goals and/or statistically significant areas.   This information is emphasized when recruitment of faculty and staff is discussed with the departments and emphasis is placed on targeting recruitment efforts towards the identified need.

Similarly, the SOP recognizes the significance of providing students with leaders and role models that reflect the diversity of the population, and has made significant progress in recent years to diversify its faculty. In fall 2014, there were 89 School of Pharmacy faculty[7] of which 28 (31%) were non-Caucasian

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[6] https://www.umaryland.edu/media/umb/hrs/eeo/affirmative-action-reports/AAPESR201314FINAL.pdf
[7] Post-doctoral fellows are not counted here as faculty.

and 48 (54%) were female. Diversity of School of Pharmacy employees is notable as well: of the 330 fall 2014 non-faculty employees, 193 or 58% were female and 143 (43%) were non-Caucasian.

Within the SOL, deans and staff participate on pipeline committees such as Law School Diversity Professionals and the Law School Admissions Council Diversity Committee. Furthermore, like all schools, the SOL routinely distributes faculty job postings to a broad range of academic and professional listservs to reach a wide range of diverse applicants.

3. Efforts to Create Positive Interactions and Cultural Awareness

UMB has strong tradition of on campus programming, both at the campus and at the school level, which promotes positive interactions and cultural awareness.

a) Campus Activities[8]

The Diversity Advisory Council's mission is to "make recommendations to the President that promote the University's commitment to diversity and a culture of inclusion. We enhance the environment to ensure that diversity is valued and that inclusion is a guiding principle in every aspect of the University's activities."[9]   In November, the Council hosted a "conversation" with Verná Myers[10] as part of its Inaugural Speaker Series on Diversity. The event was attended by UMB's President as well as many of the deans and vice-presidents.

Additionally, each year the Council assists the President's Office in selecting recipients of the Dr. Martin Luther King, Jr. Diversity Recognition Award. This annual award recognizes individual or group achievement in the areas of diversity and inclusiveness, as well as highlights our University's steadfast commitment to promoting diversity as one of our core values.

Through the Interprofessional Student Learning and Service Initiatives division of Campus Life Services, UMB students applied to join the 2014 Cultural Competence Institute (CCI) cohort. The CCI "strives to develop professionals that embrace diversity, multiculturalism, and respectful attitudes towards groups that are different from their own through in-dept discussions, civic engagement and educational workshops. This program brings students, faculty, and staff together for dynamic conversations about various topics including race, poverty, religion, gender inequality, and sexual orientation." In addition to the CCI cohort, events are held throughout the year at the Southern Management Corporation Campus Center that honor diverse heritages and highlight culture and cultural understanding as part of Campus Life Service's Diversity Celebrations.[11] Some 2014 events included:

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[8] This section includes faculty and staff cultural training programs and co-curricular programming.

[9] http://www.umaryland.edu/president/diversity-advisory-council/

[10] http://www.vernamyersconsulting.com/default.aspx

[11] http://www.umaryland.edu/islsi/diversity-initiatives/diversity-celebrations/

- Microaggressions in the Workplace;
- Social Determinants of Health;
- Leading in a Diverse Society; and
- Safe Space Training.

b) School Activities[12]

In recent years, many of UMB's schools have denoted an individual or formed a group to spearhead educational efforts for faculty, staff and students. These designees also serve as sounding boards for individuals or groups experiencing discomfort and serve an important role in assisting the deans in assessing climate and culture.

At the SOD, the dental recruitment coordinator serves as director of student advocacy and cultural affairs. The SON hired an ombudsperson for faculty and staff to assist them in defining and seeking fair and equitable solutions to workplace concerns including situations that make them uncomfortable. Furthermore, a new position was created at the SON and a search will be undertaken in 2015 to find an Associate/Assistant Dean for Diversity and Inclusion.

The SOL has a Professionalism & Diversity Committee whose charge includes serving "as a resource to members of the student body, faculty, or staff who experience incidents … that exhibit a lack of professionalism or insensitivity to matters of concern to member of racial, gender, sexual orientation, or other minority communities." This Committee offers programming open to all at various times during the year in keeping with the SOL's core commitments which include "the pursuit of diversity as a source of richness" and "[a] sense of collegiality, collaboration and engagement among all members of the community."

Similarly, in 2014 the SSW formed a faculty, staff and administration committee titled the "Diversity and Anti-Oppression Committee" which meets monthly to explore ways the school can foster a culturally responsive curriculum and environment and promotes educational opportunities throughout the school and campus.

In addition, the SON has a Cultural Diversity Taskforce working on initiatives relating to civility, diversity and inclusiveness as well as a newly formed faculty and staff working group tasked with recommending strategies to assist students in working with GLBTQ patient populations.

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[12] This section includes curricular initiatives that promote cultural diversity in the classroom.

i) Partial List of Course Offerings

Each of UMB's schools has an obligation to satisfy the stringent requirements of its national accrediting agency. All of the agencies have standards that touch on cultural competency and the importance of an educated and able workforce.   Almost uniformly, there are standards emphasizing or requiring efforts to attract and retain a diverse faculty, staff, and student body; prepare students to work with diverse populations; and increase equity and inclusiveness.

Just recently, in 2014, the SON completed an extensive self-study and hosted a site visit for Commission on Collegiate Nursing Education and the Maryland State Board of Nursing. As part of the self-study process the faculty must demonstrate their ongoing efforts to meet the American Association of Colleges of Nursing Essentials for each of the degree as well as additional standards set by various nursing bodies. Cultural competency is built into all of the SON's program outcomes as noted below:

- Graduates of the BSN Program are prepared to "Use the nursing process to manage care for individuals, families, communities, and populations integrating physical, psychological, social, cultural, spiritual, and environmental considerations."
- Graduates of the MS Program are prepared to "Lead evidence-based and interprofessional approaches for the design and delivery of comprehensive, culturally competent care to individuals/families, communities, and populations" and "Engage in ethically sound, culturally sensitive, and evidenced-based practice to promote the health of individuals and communities."
- Graduates of the DNP Program are prepared to "Evaluate and apply ethically sound, culturally sensitive, evidence-based practice for the improvement of education, clinical practice, systems management, and nursing leadership."

A similar commitment and set of expectations can be found within the National Association of Social Work Standards for Cultural Competence in Social Work Practice and the Council on Social Work Education 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. Students at the SSW 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. The SSW goes beyond these basic requirements, however, and infuses content throughout its 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, and students and to address inequities in the state of Maryland and beyond.

Connecting accreditation requirements to degree requirements is the next step in the process. At the SON, in the Clinical Nurse Leader 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.

Putting theory into practice occurs in many ways at each of the UMB schools. Students in the SOD must complete a six-week community service learning course. Three weeks are spent in the rural, low to moderate income area of Cecil County at the SOD's facility in Perryville, Maryland. The other three-week segment may be satisfied through work with organizations as diverse as foreign missions in Vietnam, Mexico and Honduras; Indian Health Hospitals; and facilities who serve persons of need here in the local Maryland area.

A sampling of course offered at the other UMB schools include:

- Civil Rights of Persons With Disabilities Clinic (SOL)
- Gender in the Legal Profession Seminar (SOL)
- Health & International Human Rights Seminar (SOL)
- Immigration Law (SOL)
- Mental Disability and Criminal Law Seminar (SOL)
- Area Health Education Center Clerkships (SOM)
- Medical Spanish (SOM)
- Context of Health Care (SOP)
- Cultural Competence and Medical Spanish (SOP new in 2014)
- Reducing Global Social and Behavioral Health Disparities (SSW)
- Social Equality and Justice (SSW)
- Qualitative Cross-Cultural Research (SSW)
- Social Work Practice with Immigrant and Refugee Populations (SSW)

ii) Sample Sponsored Events

- Culture and Diversity Forum & International Feast
- Citizenship Issues in the Dominican Republic
- Defense of Marriage Act Panel Discussion
- LBGTQAU panel discussion on transgender life
- Feria Latina dental health screenings
- Ferguson and Beyond: Toward A More Equitable, Safe and Just Society
- Cinco de Mayo Celebration

- World Aids Month
- Purim Party
- CommUnity Fest: Lexington Market Health Fair
- Working Against Labor Trafficking

iii) Sample Student Organizations

- American Assembly for Men in Nursing
- Iranian Dental Association
- Student Awareness for Latino Unanswered Disparities
- Mediators Beyond Borders – Partnering for Peace and Reconciliation
- Muslim Legal Society
- Asian Pacific American Medical Student Association
- Women in Medicine
- Institute for Healthcare Improvement Chapter
- American Association of Women Dentists
- Hispanic Dental Association (2014 President's MLK Award winner)

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. Hate-Based Crime and Bias-Motivated Incidents

According to UMB Police and Public Safety, no incidents occurred in 2014.

II. *USM Component*

Included as Supplement A[13].

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[13] It was recently discovered that the category of post-doctoral fellows was been incorrectly excluded from the non-tenured / non-tenured track category of faculty in prior year's reporting. All data has been revised to correct for this inadvertent error.

SUPPLEMENT A

Employees by Employee Type, Race, and Gender

Employee Type	Year	Race	Total	Pct	Gender	
					F	M
1 - Tenured/Tenure-Track	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

	Year	Race	Total	Pct	F	M
		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
		Not Reported	1	0.18%	1	0
		White	425	77.27%	133	292
			550		168	382
	2014	African American/Black	32	5.93%	14	18
		American Indian/Alaska Native	2	0.37%	1	1
		Asian	80	14.81%	17	63
		Hispanic/Latino	9	1.67%	3	6
		Not Reported	6	1.11%	2	4
		White	411	76.11%	132	279
			540		169	371

Employee Type	Year	Race	Total	Pct	Gender	
					F	M
2 - Non-Tenure Track*	2009	African American	204	9.16%	130	74
		Asian/Pacific Islander	439	19.70%	191	248
		Hispanic	70	3.14%	46	24
		Native American	7	0.31%	4	3
		Not Reported	41	1.84%	15	26
		White	1467	65.84%	791	676
			2228		1177	1051
	2010	African American/Black	209	8.84%	134	75
		American Indian/Alaska Native	5	0.21%	3	2
		Asian	521	22.04%	231	290
		Hispanic/Latino	67	2.83%	37	30

	Not Reported	33	1.40%	12	21
	Other Pacific Islander	6	0.25%	2	4
	Two or More Races	6	0.25%	4	2
	White	1517	64.17%	830	687
		2364		1253	1111
2011	African American/Black	220	8.87%	147	73
	American Indian/Alaska Native	4	0.16%	3	1
	Asian	544	21.94%	257	287
	Hispanic/Latino	58	2.34%	31	27
	Not Reported	36	1.45%	14	22
	Other Pacific Islander	6	0.24%	4	2
	Two or More Races	5	0.20%	4	1
	White	1606	64.78%	896	710
		2479		1356	1123
2012	African American/Black	236	9.08%	160	76
	American Indian/Alaska Native	4	0.15%	4	.
	Asian	588	22.62%	257	331
	Hispanic/Latino	53	2.04%	26	27
	Not Reported	43	1.65%	19	24
	Other Pacific Islander	8	0.31%	5	3
	Two or More Races	5	0.19%	3	2
	White	1663	63.96%	938	725
		2600		1412	1188
2013	African American/Black	250	9.18%	169	81
	American Indian/Alaska Native	7	0.26%	5	2
	Asian	604	22.19%	282	322
	Hispanic/Latino	60	2.20%	35	25
	Not Reported	41	1.51%	19	22
	Other Pacific Islander	4	0.15%	4	.
	Two or More Races	5	0.18%	3	2
	White	1751	64.33%	994	757
		2722		1511	1211
2014	African American/Black	228	8.82%	146	82
	American Indian/Alaska Native	5	0.19%	3	2

	Total	Pct	F	M
Asian	577	22.32%	267	310
Hispanic/Latino	56	2.17%	33	23
Not Reported	89	3.44%	55	34
Other Pacific Islander	4	0.15%	4	.
Two or More Races	8	0.31%	6	2
White	1618	62.59%	906	712
	2585		1420	1165

* Includes employees classified as "fellows".

Employee Type	Year	Race	Total	Pct	Gender	
					F	**M**
3 - Non-Faculty	2009	African American	1353	32.90%	955	398
		Asian/Pacific Islander	365	8.87%	245	120
		Hispanic	76	1.85%	49	27
		Native American	12	0.29%	8	4
		Not Reported	52	1.26%	30	22
		White	2255	54.83%	1527	728
			4113		2814	1299
	2010	African American/Black	1392	33.13%	988	404
		American Indian/Alaska Native	8	0.19%	5	3
		Asian	374	8.90%	239	135
		Hispanic/Latino	93	2.21%	60	33
		Not Reported	43	1.02%	24	19
		Other Pacific Islander	6	0.14%	6	.
		Two or More Races	18	0.43%	14	4
		White	2268	53.97%	1506	762
			4202		2842	1360
	2011	African American/Black	1347	32.61%	952	395
		American Indian/Alaska Native	7	0.17%	4	3
		Asian	397	9.61%	244	153
		Hispanic/Latino	83	2.01%	52	31
		Not Reported	33	0.80%	18	15
		Other Pacific Islander	5	0.12%	5	.
		Two or More Races	13	0.31%	11	2
		White	2246	54.37%	1494	752

		4131		2780	1351
2012	African American/Black	1325	31.95%	934	391
	American Indian/Alaska Native	6	0.14%	4	2
	Asian	399	9.62%	254	145
	Hispanic/Latino	87	2.10%	57	30
	Not Reported	47	1.13%	29	18
	Other Pacific Islander	2	0.05%	2	.
	Two or More Races	12	0.29%	11	1
	White	2269	54.71%	1494	775
		4147		2785	1362
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
2014	African American/Black	1210	31.97%	834	376
	American Indian/Alaska Native	7	0.18%	3	4
	Asian	336	8.88%	226	110
	Hispanic/Latino	68	1.80%	45	23
	Not Reported	112	2.96%	74	38
	Other Pacific Islander	2	0.05%	2	0
	Two or More Races	17	0.45%	15	2
	White	2033	53.71%	1347	686
		3785		2546	1239

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
	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
2014	African American/Black	958	15.26%	755	203
	American Indian/Alaska Native	9	0.14%	7	2
	Asian	941	14.99%	663	278
	Hispanic/Latino	324	5.16%	220	104
	International	270	4.30%	173	97
	Not Reported	134	2.14%	86	48
	Other Pacific Islander	3	0.05%	2	1
	Two or More Races	192	3.06%	143	49
	White	3445	54.89%	2419	1026
		6276		4468	1808

UNIVERSITY OF MARYLAND, BALTIMORE COUNTY

UMBC
PROGRESS REPORT
ON
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY

APRIL 2, 2015

I.   The UMBC Diversity Plan and Progress

Throughout 2014, 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 fifth consecutive year of recognition in the Chronicle of Higher Education's annual Great Colleges to Work for Survey, which recognized UMBC for diversity in 2014. 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. Progress on these and 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 Maximizing Access to Research Careers Undergraduate Student Training in Academic Research (MARC U*STAR) Program at UMBC has been renewed through May 2015. This year the grant provides financial support, academic advising and professional development to 37 undergraduate junior and senior underrepresented groups (African-Americans, Hispanics, Native Americans, Pacific Islanders, financially disadvantaged, and handicapped persons) who pursue a PhD degree and a research career in the biomedical and behavioral sciences and mathematics. A competing continuation proposal was submitted 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 345 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, 79% of MARC alumni entered either a Ph.D. or a combined M.D. /Ph.D. program. To date 75 program alumni have earned a Ph.D. in a field of biomedical science; this includes 15 who have earned an M.D./Ph.D. dual degree.

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 and underrepresented minorities 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 2014, CWIT served a total of 83 Scholars (up from 65 in fall 2013) in three programs - 44 CWIT Scholars, 16 T-SITE (NSF S-STEM funded) and 23 Cyber scholars (funded by the Northrop Grumman Foundation). Eighty-nine percent of the CWIT Scholars, 53% of the Cyber Scholars, and 56% of the T-SITEs are women. The Cyber and T-SITE Scholars are also ethnically/racially diverse. Twenty-two percent of the Cyber Scholars are from underrepresented racial groups–17% African American and 4% Hispanic. Thirty-seven percent of T-SITE scholars are African American—half entered the program as Permanent Residents from five different countries. Ninety percent of all CWIT Scholars entering UMBC between 2002 and 2014 (N=146) have either graduated in a COEIT major or are currently enrolled. The average GPA of current CWIT Scholars at the end of the fall 2014 semester was 3.65.

   In addition to the Scholars, CWIT provides academic, personal, and professional development support to a growing number of CWIT Affiliates and Cyber Affiliates (primarily women; no scholarship support). In 2013-2014, the most recent year for which there is a complete set of attendance data, there were 156 CWIT Affiliates and 48 Cyber Affiliates. Seventy-one percent of the CWIT Affiliates were women and 21% African American or Hispanic. Thirty-seven percent of the CWIT Affiliates entered UMBC as transfer students. All Affiliates are invited to participate in CWIT community-building events, academic and career programming, service learning activities, and peer mentoring. A total of 671 students (Scholars, Affiliates, and other students) participated in Affiliates events in AY14. This is up from 339 in AY13. The growth is due to the increase in the number of scholars and CWIT Affiliates as well as the addition of the Cyber Affiliates program in fall 2013.

   In May of 2014, all 2013-2014 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 57 students out of the 283 invited to complete the survey responded (20% response rate). Seventy-four percent of

respondents were women and 38% were new freshman and transfer students in the College. Ninety-three percent of all respondents agreed that CWIT was a valuable resource for women in the College. Eighty-four percent rated their experience as a CWIT Affiliate as Excellent or Good and 88% said that they would recommend the Affiliates Program to new students. Ninety percent 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 and pursuing undergraduate computing degrees. The CE21-Maryland planning project ended this year. It 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. The second, 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. The project is in its final year and data analysis is underway. 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.
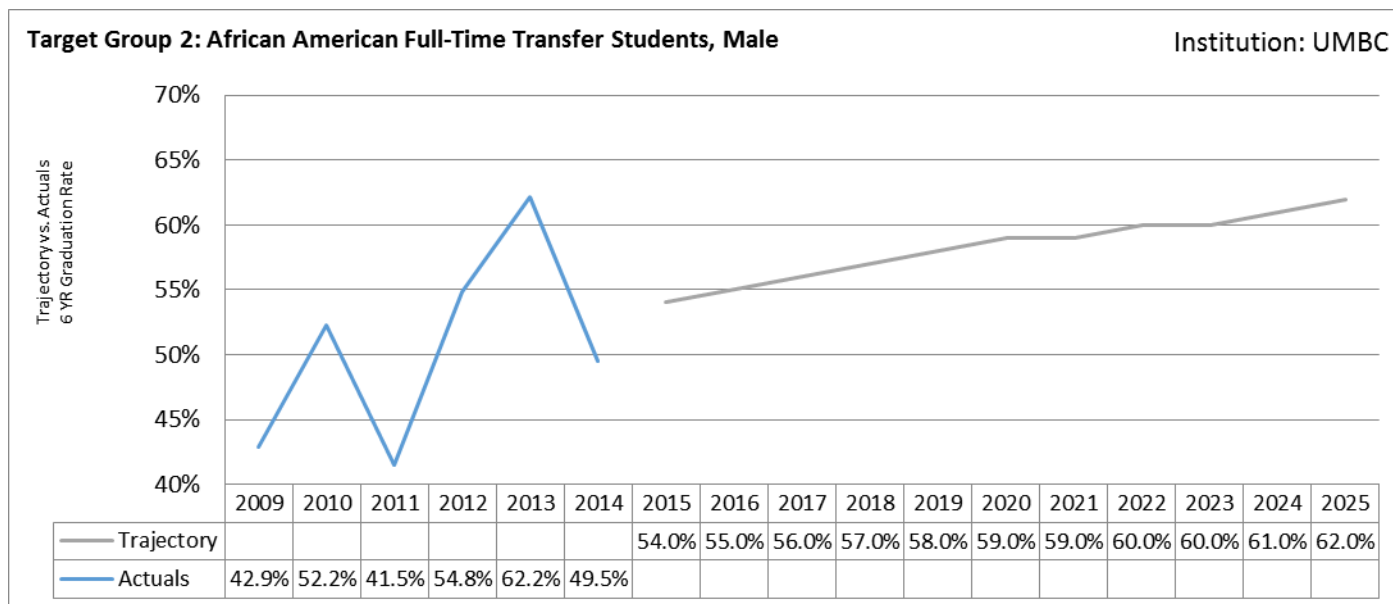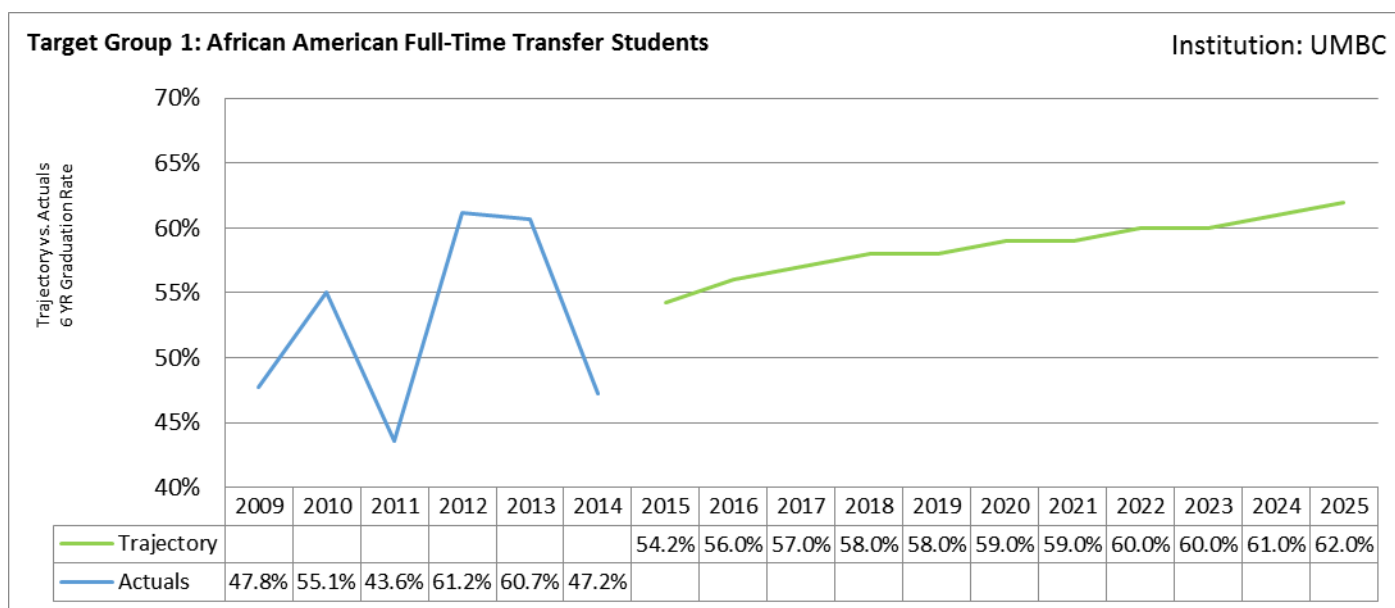
3. During the AY 2014-2015 a total of 6 staff and 300 students from the Meyerhoff Scholars Program (with 66% from underrepresented populations) participated in a variety of academic and social events and interventions promoting student success and excellence in STEM disciplines. Furthermore, the program 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, Southern Methodist University 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. Overall, for freshmen there has been an increase in Hispanic/Latino applicants/admitted/enrolling students from 379/217/64 in 2010 to 818/400/94 in 2014. For transfer applicants, there has been an increase from 143/110/62 in 2010 to 193/152/98 in 2014.

5. In October 2014, NIH has granted UMBC over $18 million to create a national model of comprehensive support to expand and increase the success of students seeking degrees in STEM. This initiative (STEM BUILD@UMBC) includes collaboration with five community colleges, Gallaudet University and the University of Maryland School of Medicine. This initiative will focus on high-potential students who are at risk for not completing their STEM degrees but who, with extra support, are likely to succeed.

B. *Improved orientation and advising (of transfer students)*

The University of Maryland, Baltimore County (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.

Target Group 1: African American Full-Time Transfer Students — Institution: UMBC

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Trajectory							54.2%	56.0%	57.0%	58.0%	58.0%	59.0%	59.0%	60.0%	60.0%	61.0%	62.0%
Actuals	47.8%	55.1%	43.6%	61.2%	60.7%	47.2%											

Target Group 2: African American Full-Time Transfer Students, Male — Institution: UMBC

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Trajectory							54.0%	55.0%	56.0%	57.0%	58.0%	59.0%	59.0%	60.0%	60.0%	61.0%	62.0%
Actuals	42.9%	52.2%	41.5%	54.8%	62.2%	49.5%											

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 fall 2008 cohort of African American transfer students (N=193) had a graduation rate 13.5 percentage points lower than the prior cohort. The drop for African American male transfer students was 12.7 percentage points. In comparison, white male transfer students saw a drop of 1.8 percentage points. Five-year graduation rates for the fall 2009 cohorts suggest that these disparities may continue next year even though we anticipate that the overall six-year graduation rate for new transfers will begin to rebound, similar to the rate for new freshmen. In addition, the retention rates of African American transfer students in more recent cohorts as compared to the overall and white cohorts suggest that the race and gender disparities in graduation rates may dissipate over time. For example, the one-semester retention rate of African American transfer students entering UMBC in fall 2013 was 94.1 percent compared to 92.5 percent for white transfer students and 92.6 percent for all new transfer students in that term.

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 several distinctive messages designed only for transfer students.

2. The STEM Transfer Student Success Initiative (t-STEM) is an innovative multi-institutional collaboration designed to support the successful transition to UMBC by students from Anne Arundel Community College (AACC), Community College of Baltimore County (CCBC), Howard Community College (HCC) and Montgomery College (MC). The Initiative focuses on students who are pursuing fields of study in science, technology, engineering, and mathematics. Based on this partnership, a complementary goal of the t-STEM Initiative is the development of a national model for the collaboration of two-year and four- year institutions seeking to enhance the success of transfer students in STEM fields.

3. The highlight of the past year (2014) was the launch, expansion, and refinement of the Initiative's website (stemtransfer.org). It unifies and connects the work that is being done across the Initiative, and illustrates the importance of a comprehensive and longitudinal approach to transfer success. It provides resources, tools, information, and support for potential and current STEM transfer students across the institutions; this web content will also be utilized by faculty and staff in a variety of ways. The curriculum content is being

developed by inter-institutional teams of chemistry and math faculty engaged in ongoing curricular alignment work, while the other topical areas are being developed by inter-institutional and intra-institutional teams of expert staff (e.g., financial aid officers serve as experts for the financial planning content). In addition, t-STEM Instructional Workshops hosted on the community college campuses complement the web-based content, and feature important topics such as internships, undergraduate research, and career readiness. In the fall of 2014, five distinct themes were showcased in nine workshops with an approximate total of 200 student attendees.

Support networks are also critical to the work of the Initiative. A cadre of 6 Pre-Transfer Advisors (PTAs) provides important academic and career information for students through drop-in and scheduled appointments. UMBC's PTA also provides online services through Skype and Google+ Hangout Events, and maintains a Google+ Profile Page to enhance outreach. Across institutions, preliminary data show that the PTAs collectively served an average of 786 students each semester of 2014, with a total number of 2,831 interactions over the course of the year. The Peer Alumni from Community Colleges (PACC), current UMBC students who transferred from partner community colleges, provide peer mentoring and programming for prospective and current transfer students from partner institutions. Across the institutions, the PACC team organized 18 distinct programs with a total of approximately 755 students in attendance (please note: students may have attended more than one program). PACC also collaborated with the Transfer Student Network at UMBC to co-sponsor 9 weekly programs with approximately 47 STEM-declared students in attendance. These programs addressed topics such as transfer readiness, campus involvement, health, research, and internships.

4. 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 67 associate's degrees. In addition, two UMBC Enrollment Management staff members were awarded an MHEC Adapts Grant for $25,000 that will help to dramatically expand the marketing and strategic advising associated with the initiative.

5. Over 2200 Summer 2013 Orientation evaluations were collected from incoming students (including transfers). Results indicated that:
   o 97.7% of students completing the evaluation were either very satisfied or satisfied with their academic advisor.
   o 88.4% of students completing the evaluation were either very satisfied or satisfied with their final academic schedule.
   o 95.8% of students completing the evaluation were either very satisfied or satisfied with their overall advising experience.
   o 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).

6. Implemented an academic seminar for transfer students (TRS 201)
   o Student self-assessment continues to show 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.
   o 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.

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%	85.7%	80.2%
Fall 2013	75	96.0%	90.3%	93.3%	82.89%
Spring 2014	15	92.3%	N/A	N/A	N/A

Data are from TRS program records and Institutional Research and Decision Support.

7. Added Supplemental Instruction (SI) for courses which have been difficult for transfer students
   o In AY 2013-2014, we offered SI in 13 courses (up from 12 courses in the prior year) serving 2,793 students (nearly identical to 2,784 students served in the prior year). Among the 1,101 students who participated in SI, 85 percent (932) earned an A, B, or C in the course (up from 80 percent in the prior year). Among the 1,692 non-SI students, 67 percent (1130) earned an A, B, or C (up from 64 percent in prior year).
   o Among the 340 transfer students participating in SI (up from 331 in the prior year) 76 percent (258) earned an A, B, or C in the course (up from 73 percent in the prior year). Among the 521 transfer students who did not participate in SI (up from 499 in the prior year), 56 percent (291) earned an A, B, or C in the course (down from 57 percent in the prior year).
   o Among the 32 African American male transfer students who participated in SI, 81 percent (26) earned an A, B, or C in the course (compared to 72 percent in the prior year). Among the 46 who did not participate in SI, 57 percent (26) earned an A, B, or C (compared with 37 percent the prior year).

8. Extended First-Year Intervention (FYI) to include first-year transfer students
   o 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.
   o The Coordinator of Transfer Academic Initiatives and Pre-Transfer Advising in the Office of Undergraduate Education identified all off-campus transfer students (n=536) 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 spring 2014 semester.
- o All 536 students received an e-mail asking them to make an appointment with the Coordinator.
- o Sixteen percent of the students (84) completed an in person appointment.
- o Students who attended appointments reported receiving help with time management, study skills, and key encouragement at a difficult time.
9. Strengthened Transfer Student Alliance
- o The Transfer Student Alliance (TSA) enrolls students at Montgomery College (MC), Community College of Baltimore County (CCBC), Prince George's Community College (PGCC), Anne Arundel Community College (AACC), and Howard Community College (HCC) 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 981 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 Maximizing Student Development) grant from the National Institute of General Medical Sciences. The program is open to all U.S. citizens and permanent residents. The Meyerhoff Graduate Fellows Program has transformed graduate education at UMBC. Since the program's inception in 1996, enrollment of underrepresented students in participating PhD programs (Biological Sciences, Chemistry and Biochemistry, Engineering, Human Services Psychology and Physics) has increased significantly. The URM enrollment in the Meyerhoff Graduate Fellows Program has grown from five students in 1996 to 76 students at present and has recently expanded to include the Graduate Programs in Life Sciences (GPILS) and Pharmaceutical Sciences at the University of Maryland, Baltimore. An additional 73 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 19 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). The PROMISE AGEP was awarded one of the few "AGEP Transformation (AGEP-T)" grants in 2013, a $1.75 million initiative that 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. UMBC serves as a national leader in the AGEP space and has seats on two AGEP advisory boards, one for Historically Black Colleges and Universities (Tuskegee Alliance to Forge Pathways to Academic Careers in STEM), and one that particularly focuses on the American Indian/Native American population (The Pacific Northwest Alliance for Graduate Education and the Professoriate). PROMISE maintains an online presence via a series of websites (e.g., http://www.umbc.edu/promise (more than 100,00 hits), 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:

- Initiatives designed to build community among graduate students of color include the *PROMISE Family and Friends Cookout and Celebration of Graduates*, *Faculty/Staff/Student Connections Opening Meetings, and monthly seminars that advance professional development and academic competencies*. Meetings include graduate students, postdocs, faculty, and staff. Monthly seminar attendance ranges between 60 and 100 participants. "Holistic" professional development seminars include the Financial Literacy series (sponsored by a TIAA-CREF grant to the Council of Graduate Schools), psychological well-being, and a new series on Career-Life Balance (sponsored by a new grant from the National Science Foundation).The Advanced Statistics series led by Dr. Christopher Rakes of the Department of Education continues to be a popular workshop that participants attend to improve research methodology. All seminars draw a diverse group of graduate students. The Office of Postdoctoral Affairs offers seminars and workshops that serve all postdocs, with particular attention to the Postdoctoral Fellows for Faculty Diversity, and the new PROMISE AGEP-T postdoctoral fellows.

- The PROMISE Summer Success Institute (SSI) is an annual conference, founded in August 2003 that brings 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. An extended PP&P track for "Postdocs, Professors, and Professionals" also draws alumni, and minority STEM professionals from the region. The SSI includes underrepresented minority (URM) graduate students, postdocs, alumni, and faculty, and includes external minority faculty from other universities who serve as "Mentors-in-Residence" for the 2-day conference. This event draws more than 200 attendees each year, and now includes

participants from several schools within the University System of Maryland (USM). The System has actively supported these efforts through the participation from the USM's Office of Academic Affairs. Events for PROMISE continue to 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. Information about PROMISE and graduate student diversity has been published by journals and organizations such as *Academic Medicine*, the *American Society for Engineering Education (ASEE)*, *the Latin and Caribbean Consortium of Engineering Institutions (LACCEI)*, the *World Engineering Education Forum/ International Conference on Interactive Collaborative Learning (WEEF/ICL)*, and the conference on *Understanding interventions that broaden participation in research careers.* The publication of the article on "The Jessica Effect" by the AAC&U Peer Review, a journal of the American Association of Colleges and Universities, has led to more inclusion of family and members of students' support systems at university events. "The Jessica Effect" is being encouraged as a model by the Annual Biomedical Research Conference for Minority Students, (R. G. Tull, P. Ordóñez, F. Carter-Johnson, B. Zayas, A. Byars-Winston, M. Cortes-Rodriguez, "The Jessica Effect: Valuing Cultural and Familial Connections to Broaden Success in Academe," AAC&U Peer Review, 2014.).

UMBC's overall graduate student population has nearly doubled over the past 15 years, increasing from approximately 1,400 students in 1999, to 2,600 students in 2014. Since the introduction of our NSF-funded programs to broaden participation, enrollment of graduate students from underrepresented minority (URM) groups has grown from 17% of the overall population in 2004 to 19% in 2014. However within the College of Natural and Mathematical Sciences (CNMS) this corresponding change is from 13% to 18%, and is even more pronounced in the College of Engineering and IT (COEIT), growing from 11% to 20%. For Ph.D. students, URM enrollment has increased from 14% of the population to 17%. The change for CNMS is similar to the overall population; however, within the COEIT the proportion of URM students has nearly doubled from 9% to 17%. 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.
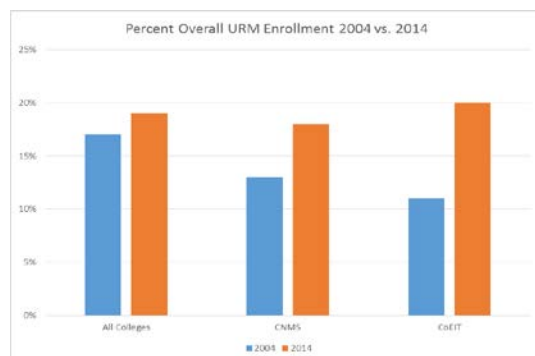
Figure 1   **Figure 2**
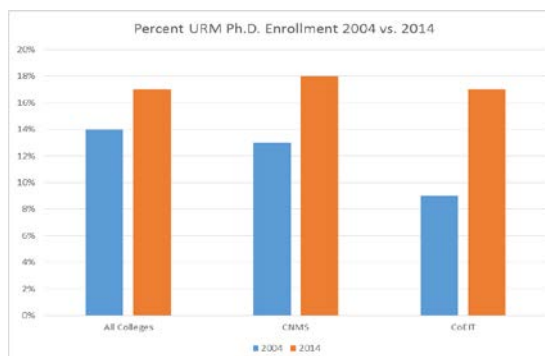
Recruitment and Support of a Diverse Faculty Body

A. *URM Faculty hires and attrition in AY 2014-2015*

UMBC hired 30 new full-time faculty for appointments in AY 2014-2015. Overall, 20% (N=6 of 30) of all new instructional faculty and 23% (N=5 of 22) of the new TT/T faculty were members of underrepresented minority groups. However, during the same period, UMBC lost three underrepresented minority assistant professor faculty members due to resignation. 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 24% (N=47 of 197). However, during this same time period, UMBC lost one tenured female STEM faculty due to resignation. 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. *Interfolio-* UMBC has implemented Interfolio's ByCommittee online platform for full life-cycle faculty recruitment. In addition to allowing for the electronic receipt and review of all candidate application materials, this technology also allows the tracking of candidate pool diversity in the aggregate.
2. *Implicit Bias Search Committee Training -* these Dean-led annual workshops, train search committee chairs on how to minimize implicit biases in faculty searches.
3. *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. Fellows from the second cohort are completing their two-year appointments and on July 1, 2015, UMBC fellows for the third cohort will begin their appointments.
4. *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 continue to use our "We're Changing Minds, Come Join Us," brand-slogan on our Faculty Diversity Brochures and Website, promotional items, and also in such targeted publications as *Diverse* highlighting the accomplishments of a number of our exceptional faculty of color. These thematic materials along with promotional items are used in outreach activities at such national and regional venues and conferences for minority scholars as the Southern Regional Education Board's (SREB) annual *Compact for Faculty Diversity's Institute on Teaching and Mentoring*, the annual Women in Engineering

Proactive Network (WEPAN) conference, the annual Association for Women in Science and Engineering (AWIS) ADVANCE conference, and the annual Black Engineer of the Year Award conference.

C. *Retention and Advancement*

1. *Executive Committee on Recruitment, Retention and Advancement of Underrepresented Minority Faculty* - The Executive Committee provides advice and counsel to the Provost and guides the development and implementation of initiatives to address issues and concerns specifically associated with the hiring, retention and advancement of minority faculty at UMBC.
2. *ADVANCE Executive Committee* – The ADVANCE Executive Committee provides advice and counsel to the Provost on programmatic initiatives designed to advance the success of women faculty in STEM at UMBC.
3. On-Ramps - This 2-year NSF EAGER Award pilot-project provides calibrated support at critical junctures to post-family leave associate professor women in STEM to accelerate research productivity while minimizing the effects of productivity gaps.
4. Eminent Scholar Mentor Program- a program that facilitates mentoring relationships between all new faculty and prominent external researchers in their fields.
5. ADVANCE Leadership Cohort- this initiative uses a cohort model and focuses on intentional career advancement for women in STEM. In the Fall 2014, five women associate professors in STEM formed the 4th ADVANCE Leadership Cohort.
6. Faculty ADVANCEment Workshops- these workshops are open to all faculty and address issues related to career advancement. We hosted a Fall 2014 workshop on Promotion to Full, a Spring 2015 workshop on developing faculty web-presence, and we are planning a Spring 2015 workshop on the tenure and promotion process.
7. Campus community building activities- are on-going with the addition of our newly established Women's Faculty Network to our already extant Latino/Hispanic Faculty Association, Women in Science and Engineering (WISE), and College of Arts, Humanities, & Social Sciences' Black Faculty Committee, and LGBT Faculty/Staff Association.

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 412 tenure/tenure track faculty, there are currently 29 (7%) Black/African American faculty and 19 (5%) Latino/Hispanic Faculty. In STEM fields, UMBC currently has 47 (24%) 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 a research best practices for developing an Emergent Scholars program that invites URM PhD candidates to visit campus and give a departmental research talk.

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 29 Black/African American faculty, eight (28%) are at the Assistant rank, fourteen (48%) are at the Associate Professor rank, and seven (24%) faculty are Full Professors. In terms of the 19 Latino/Hispanic faculty, six (32%) are at the Assistant Professor rank, eleven (58%) at the Associate Professor and two (11%) are Full Professors. The numbers for women faculty in general are 166 (40%) faculty, out of which 53 (32%) are at the Assistant Professor rank, 76 (46%) are at the Associate Professor rank and 37 (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. Through our ADVANCE program, we are offering more programming tailored to associate professor needs.

3. *Base-funding* will be required in order to fully institutionalize the *UMBC Postdoctoral Fellows Program for Faculty Diversity* beyond the 3rd cohort and to fund an Emerging Scholars Initiative. 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 postdoctoral 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 for associate professors.

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 fifth consecutive year of recognition in the Chronicle of Education's annual Great Colleges to Work For Survey, which recognized UMBC for diversity in 2014. The staff is comprised of 28.5% minority and 61.52% 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, 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 from relevant departments 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, and identifies campus professionals who can answer questions and respond to concerns or complaints.

- 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.

- New employees are briefed on campus policies that support diversity and inclusion during their orientation, and complete online training regarding Sexual Misconduct Awareness Prevention and Response, 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". Online training, Preventing Workplace Harassment, is being customized for 2015 staff training as an additional support for diversity and inclusion.

- 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 as well as faculty.

In addition to the benefits package including Tuition Remission, staff are offered various professional development opportunities, wellness services, recognition programs and access to services and programs.

III. Efforts to Create Positive Interactions and Cultural Awareness on Campus

A. *Student Affairs*

1. University Health Services

University Health Services (UHS) targeted health education programming, events and services to the following specific populations on campus during the 2013-2014 academic year (July 1, 2013 – June 30, 2014):

- Women:
    - Breast Cancer Awareness (30 students)
    - Sexual Assault & Relationship Violence Awareness (690 students)
    - Women's Health Education Seminars (31 patients)

- LGBTQ & International Students:
    - Mosaic Center Diversity Fairs (130 students)
    - Sexual Health & HIV/AIDS Awareness (570 students)

2. Career Services Center

- Fall 2014 Diversity Recruitment Event: 174 students and 33 employers registered

- BEYA Conference 2015 (Black Engineer of the Year): 227 UMBC students register vs. 190 students register in 2014.

3. Residential Life

- Renovations to Hillside and Terrace apartments, and Potomac Residence Hall to include the Americans with Disabilities Act (ADA) compliance upgrades

- 24 students w/physical ADA accommodations in student housing (visual, hearing, mobility, wheelchair, service animal, emotional assistance animal)

- 40 students living in Gender-Neutral housing (17 at Walker Avenue Apartments, 22 in Residential Life apartments, and one in a single room in the residence halls)

- 50 programming initiatives that addressed multicultural exploration

- Student Staff diversity training – over 250 students

    o Topics included

        ▪ Overview of diversity

- Disability

- Mental Health

- Learning and resources available

- Voices Against Violence program (relationship violence)

- Understanding self and others

- Hall programming that centered on social justice and civic engagement (to include the student groups Residential Student Association and the National Residence Hall Honorary at UMBC)

- Interact (Second Year)

  This is a joint program between the Department of Student Affairs and the Department of Modern Languages, Linguistics & Intercultural Communication focusing on cultural competency and communication skills building for authentic conversations. Forty-two (42) students in Chesapeake Residence Hall participated and four Peers were trained. Each facilitation pair led the group for one and a half hours once a week for a total of four weeks in September. Resident Assistant facilitator training was two full days that happened before Residential Life training.

B. Office of Student Life

During the 2013-2014 academic year, the Office of Student Life's Mosaic Culture and Diversity Center reached 2,382 students, staff and faculty through 46 programs including: Welcome Week outreach events for new and transfer students; a Cultural and Interfaith speaker series; LGBTQ focused events, Safe Zone workshops for LGBTQ student support; social justice education; cultural diversity events and celebration/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 like the inaugural Critical Social Justice Week.

Many accomplishments were made regarding campus climate for LGBTQ community members. To highlight a few, we worked to change the former Freedom Alliance space to the newly-renovated Queer Student Lounge (QSL), the President's Council received SafeZone training (Session I: LGBTQ 101). the Women's Center and The Mosaic formed the Spectrum group for trans* and gender questioning students, the Gender-neutral restroom retrofitting was completed in The Commons, and UMBC's Campus Climate Index score improved from a 4 to a 4.5.

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)

- Women of Color (through the Women of Color Coalition)
- Non-traditional/returning women undergraduate students (through the Returning Women Forum and the Returning Women Scholarship program)
  - The scholarship program provided approximately $54,000 in financial aid to 24 students via three different scholarships in FY2015
- Mothers (through the mothers and parents group)
  - During FY2014 the lactation room was used **321** times and since the start of FY2015, **236** times
  - Maintain a childcare resource guide that is updated regularly and a myUMBC Moms and Parents group page. The guide and group page 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 - an initiative with the goal of facilitating constructive and dynamic engagement with social justice with a focus on various issues related to diversity and social identities
- Telling Our Stories: I'm Not/I am – a spring 2015 initiative aimed at addressing stereotypes faced by women of color made possible through grant from American Association of University Women

IV. Demographic Data

Table 1 shows the demographic data for students by undergraduate/ graduate status for fall 2008 through fall 2014. At both the undergraduate and graduate levels, no significant changes in the distribution of race/ethnicity have occurred between fall 2013 and fall 2014, with any fluctuations falling within two percentage points. At the undergraduate level, over 46% of students identify as minority or two or more races, compared to about 25% at the graduate level. Graduate students, however, are more likely to be international (20.5% vs. 4.6% for undergraduates).

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 2013 and fall 2014. While the distribution by race/ethnicity did not change significantly, there was a 17.4% increase in the number of African American Tenured/Tenure Track faculty, as well as a 17.2% increase in Asian faculty in the same category. There was a 10% increase in Hispanic Non-Tenure Track Faculty. Among staff, the only group with a greater than 10 percent increase was Native Hawaiian or other Pacific Islander. However, with only 8 individuals, this group comprises just 0.6% of the staff population. Overall, 21.7% of all faculty and 28.4% of staff identify as minority or two or more races.

TABLE 1: STUDENTS

UNDER-GRADUATE	Baseline: 2008-2009				2012-2013				2013-2014				2014-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	1,607	16.7%	729	878	1,790	16.3%	817	973	1,765	15.8%	816	949	1,864	16.4%	875	989
American Indian or Alaska Native	44	0.5%	25	19	22	0.2%	13	9	16	0.1%	9	7	20	0.2%	14	6
Asian	2,085	21.7%	1,106	979	2,194	20.0%	1,211	983	2,213	19.9%	1,213	1,000	2,281	20.0%	1,235	1,046
Hispanic/Latino	383	4.0%	201	182	573	5.2%	275	298	627	5.6%	304	323	672	5.9%	337	335
White	4,985	51.9%	2,911	2,074	5,102	46.6%	2,999	2,103	5,031	45.2%	2,955	2,076	5,033	44.2%	2,943	2,090
Native Hawaiian or other Pacific Islander*	-	0.0%			23	0.2%	7	16	18	0.2%	5	13	22	0.2%	9	13
Two or more races	-	0.0%			362	3.3%	185	177	403	3.6%	191	212	415	3.6%	200	215
Did Not Self Identify	157	1.6%	83	74	422	3.9%	241	181	583	5.2%	333	250	550	4.8%	342	208
International	351	3.7%	191	160	465	4.2%	256	209	480	4.3%	257	223	522	4.6%	299	223
TOTAL	9,612		5,246	4,366	10,953		6,004	4,949	11,136		6,083	5,053	11,379		6,254	5,125

UNDER-GRADUATE	% chg f08-f14	% chg f13-f14
African American/Black	16.0%	5.6%
American Indian or Alaska Native	-54.5%	25.0%
Asian	9.4%	3.1%
Hispanic/Latino	75.5%	7.2%
White	1.0%	0.0%
Native Hawaiian or other Pacific Islander*	na	22.2%
Two or more races	na	3.0%
Did Not Self Identify	250.3%	-5.7%
International	48.7%	8.8%
TOTAL	18.4%	2.2%

GRADUATE	Baseline: 2008-2009				2012-2013				2013-2014				2014-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	302	11.4%	107	195	342	12.7%	144	198	352	12.7%	148	204	317	12.2%	136	181
American Indian or Alaska Native	9	0.3%	5	4	5	0.2%	3	2	5	0.2%	3	2	4	0.2%	1	3
Asian	170	6.4%	76	94	160	6.0%	88	72	173	6.2%	102	71	194	7.5%	110	84
Hispanic/Latino	69	2.6%	27	42	80	3.0%	35	45	91	3.3%	43	48	98	3.8%	49	49
White	1,400	52.7%	617	783	1,446	53.9%	706	740	1,457	52.6%	723	734	1,303	50.1%	641	662
Native Hawaiian or other Pacific Islander*	-	0.0%			7	0.3%	2	5	5	0.2%	1	4	7	0.3%	3	4
Two or more races	-	0.0%			38	1.4%	26	12	44	1.6%	24	20	35	1.3%	18	17
Did Not Self Identify	278	10.5%	126	152	145	5.4%	86	59	137	4.9%	77	60	109	4.2%	71	38
International	428	16.1%	232	196	461	17.2%	261	200	508	18.3%	286	222	533	20.5%	294	239
TOTAL	2,656		1,190	1,466	2,684		1,351	1,333	2,772		1,407	1,365	2,600		1,323	1,277

GRADUATE	% chg f08-f14	% chg f13-f14
African American/Black	5.0%	-9.9%
American Indian or Alaska Native	-55.6%	-20.0%
Asian	14.1%	12.1%
Hispanic/Latino	42.0%	7.7%
White	-6.9%	-10.6%
Native Hawaiian or other Pacific Islander*	na	40.0%
Two or more races	na	-20.5%
Did Not Self Identify	-60.8%	-20.4%
International	24.5%	4.9%
TOTAL	-2.1%	-6.2%

TABLE 1 (Cont.)

ALL STUDENTS	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	1,909	15.6%	836	1,073	2,132	15.6%	961	1,171	2,117	15.2%	964	1,153	2,181	15.6%	1,011	1,170
American Indian or Alaska Native	53	0.4%	30	23	27	0.2%	16	11	21	0.2%	12	9	24	0.2%	15	9
Asian	2,255	18.4%	1,182	1,073	2,354	17.3%	1,299	1,055	2,386	17.2%	1,315	1,071	2,475	17.7%	1,345	1,130
Hispanic/Latino	452	3.7%	228	224	653	4.8%	310	343	718	5.2%	347	371	770	5.5%	386	384
White	6,385	52.0%	3,528	2,857	6,548	48.0%	3,705	2,843	6,488	46.6%	3,678	2,810	6,336	45.3%	3,584	2,752
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	30	0.2%	9	21	23	0.2%	6	17	29	0.2%	12	17
Two or more races	-	0.0%	-	-	400	2.9%	211	189	447	3.2%	215	232	450	3.2%	218	232
Did Not Self Identify	435	3.5%	209	226	567	4.2%	327	240	720	5.2%	410	310	659	4.7%	413	246
International	779	6.3%	423	356	926	6.8%	517	409	988	7.1%	543	445	1,055	7.5%	593	462
TOTAL	12,268		6,436	5,832	13,637		7,355	6,282	13,908		7,490	6,418	13,979		7,577	6,402

ALL STUDENTS	% chg f08-f14	% chg f13-f14
African American/Black	14.2%	3.0%
American Indian or Alaska Native	-54.7%	14.3%
Asian	9.8%	3.7%
Hispanic/Latino	70.4%	7.2%
White	-0.8%	-2.3%
Native Hawaiian or other Pacific Islander*	na	26.1%
Two or more races	na	0.7%
Did Not Self Identify	51.5%	-8.5%
International	35.4%	6.8%
TOTAL	13.9%	0.5%

TABLE 2: FACULTY

ALL FACULTY	Baseline: 2008-2009 #	%	Male	Female	2012-2013 #	%	Male	Female	2013-2014 #	%	Male	Female	2014-2015 #	%	Male	Female	% chg f08-f14	% chg f13-f14
African American/Black	60	5.9%	24	36	62	6.4%	28	34	59	6.2%	29	30	62	6.4%	30	32	3.3%	5.1%
American Indian or Alaska Native	2	0.2%	-	2	2	0.2%	1	1	2	0.2%	1	1	1	0.1%	-	1	-50.0%	-50.0%
Asian	107	10.5%	72	35	107	11.0%	64	43	111	11.6%	64	47	123	12.7%	67	56	15.0%	10.8%
Hispanic/Latino	11	1.1%	6	5	23	2.4%	7	16	22	2.3%	8	14	23	2.4%	7	16	109.1%	4.5%
White	714	70.1%	430	284	697	71.8%	403	294	699	73.3%	401	298	712	73.6%	397	315	-0.3%	1.9%
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	3	0.3%	2	1	7	0.7%	5	2	-	0.0%	-	-	na	-100.0%
Two or more races	-	0.0%	-	-	4	0.4%	3	1	1	0.1%	-	1	1	0.1%	-	1	na	0.0%
Did Not Self Identify	1	0.1%	-	1	1	0.1%	-	1	-	0.0%			3	0.3%	1	2	200.0%	na
International	123	12.1%	83	40	72	7.4%	46	26	53	5.6%	33	20	43	4.4%	29	14	-65.0%	-18.9%
TOTAL	1,018		615	403	971		554	417	954		541	413	968		531	437	-4.9%	1.5%

TENURED/ TENURE TRACK FACULTY	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	% chg f08-f14	% chg f13-f14
African American/Black	21	5.6%	11	10	22	5.8%	14	8	23	6.0%	14	9	27	6.9%	14	13	28.6%	17.4%
American Indian or Alaska Native	-	0.0%	-	-	1	0.3%	1	-	1	0.3%	1		-	0.0%	-	-	na	-100.0%
Asian	41	10.8%	26	15	53	14.0%	33	20	58	15.1%	34	24	68	17.4%	38	30	65.9%	17.2%
Hispanic/Latino	6	1.6%	3	3	13	3.4%	4	9	12	3.1%	5	7	12	3.1%	5	7	100.0%	0.0%
White	277	73.3%	175	102	272	71.8%	169	103	278	72.4%	173	105	273	70.0%	166	107	-1.4%	-1.8%
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	2	0.5%	1	1	2	0.5%	1	1	-	0.0%	-	-	na	-100.0%
Two or more races	-	0.0%	-	-	1	0.3%	-	1	1	0.3%		1	1	0.3%	-	1	na	0.0%
Did Not Self Identify	-	0.0%	-	-	-	0.0%	-	-	-	0.0%			9	2.3%	7	2	na	na
International	33	8.7%	18	15	15	4.0%	9	6	9	2.3%	5	4	-	0.0%	-	-	-100.0%	-100.0%
TOTAL	378		233	145	379		231	148	384		233	151	390		230	160	3.2%	1.6%

NON-TENURE TRACK FACULTY	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	% chg f08-f14	% chg f13-f14
African American/Black	39	6.1%	13	26	40	6.8%	14	26	36	6.3%	15	21	35	6.1%	16	19	-10.3%	-2.8%
American Indian or Alaska Native	2	0.3%	-	2	1	0.2%	-	1	1	0.2%	-	1	1	0.2%	-	1	-50.0%	0.0%
Asian	66	10.3%	46	20	54	9.1%	31	23	53	9.3%	30	23	55	9.5%	29	26	-16.7%	3.8%
Hispanic/Latino	5	0.8%	3	2	10	1.7%	3	7	10	1.8%	3	7	11	1.9%	2	9	120.0%	10.0%
White	437	68.3%	255	182	425	71.9%	234	191	421	73.9%	228	193	439	76.0%	231	208	0.5%	4.3%
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	1	0.2%	1	-	5	0.9%	4	1	-	0.0%	-	-	na	-100.0%
Two or more races	-	0.0%	-	-	3	0.5%	3	-	-	0.0%	-	-	-	0.0%	-	-	na	na
Did Not Self Identify	1	0.2%	-	1	1	0.2%	-	1	-	0.0%			3	0.5%	1	2	200.0%	na
International	90	14.1%	65	25	56	9.5%	37	19	44	7.7%	28	16	34	5.9%	22	12	-62.2%	-22.7%
TOTAL	640		382	258	591		323	268	570		308	262	578		301	277	-9.7%	1.4%

TABLE 3: STAFF

STAFF (excluding grad asst)	Baseline: 2008-2009				2012-2013				2013-2014				2014-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	276	22.6%	78	198	273	22.6%	79	194	270	21.6%	73	197	277	21.5%	75	202
American Indian or Alaska Native	5	0.4%	2	3	3	0.2%	1	2	2	0.2%	1	1	1	0.1%	1	
Asian	40	3.3%	15	25	39	3.2%	13	26	43	3.4%	16	27	45	3.5%	15	30
Hispanic/Latino	19	1.6%	9	10	24	2.0%	10	14	30	2.4%	13	17	30	2.3%	14	16
White	877	71.9%	358	519	853	70.7%	354	499	887	71.1%	372	515	921	71.5%	383	538
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	4	0.3%	1	3	7	0.6%	2	5	8	0.6%	4	4
Two or more races	-	0.0%	-	-	7	0.6%	3	4	5	0.4%	2	3	5	0.4%	2	3
Did Not Self Identify	-	0.0%	-	-	-	0.0%	-	-	1	0.1%	1	-	1	0.1%		1
International	3	0.2%	1	2	4	0.3%	3	1	3	0.2%	2	1	1	0.1%	1	
TOTAL	1,220		463	757	1,207		464	743	1,248		482	766	1,289		495	794

STAFF (excluding grad asst)	% chg f08-f14	% chg f13-f14
African American/Black	0.4%	2.6%
American Indian or Alaska Native	-80.0%	-50.0%
Asian	12.5%	4.7%
Hispanic/Latino	57.9%	0.0%
White	5.0%	3.8%
Native Hawaiian or other Pacific Islander*	na	14.3%
Two or more races	na	0.0%
Did Not Self Identify	na	0.0%
International	-66.7%	-66.7%
TOTAL	5.7%	3.3%

* New Race/Ethnicity categories used in Fall 2010. In Fall 2008, Native Hawaiian or other Pacific Islander included in Asian category.
Two or More Races category available beginning in Fall 2010 reports.
SOURCES: DW.Employees and ReportFactStudentTerm.
Prepared by UMBC OIR, December 2015

22

UNIVERSITY OF MARYLAND, COLLEGE PARK

Cultural Diversity Report 2015
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.

Academic year 2013-14 marked the fourth year of the 10-year strategic plan for diversity-- *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. The university's first Chief Diversity Officer (CDO) and Associate Vice President, Dr. Kumea Shorter-Gooden, head of the Office of Diversity & Inclusion (ODI), is charged with implementation of the plan. A university-wide Diversity Advisory Council, which includes undergraduate and graduate students, staff (exempt and non-exempt), and faculty meets quarterly and provides advice and guidance to the CDO in the implementation of the Strategic Plan.

In 2013-14, per the diversity strategic plan, Diversity Officers were named in each Division and College. Their role is to work with the Dean or Vice President, as well as the broader constituency in the Division/College, to develop and implement annual diversity and inclusion goals for the Division/College. Goals for 2014-15 were articulated by the end of FY14. The Chief Diversity Officer convenes the Diversity Officers, and in 2013-14, a retreat and other on-boarding activities helped to develop the knowledge, skills and capacity of the group.

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. We are currently considering an engagement/climate survey of all faculty and staff.

We are demonstrating success in a number of areas: The University is one of the nation's most diverse campuses. U.S. students of color comprised 40% of our undergraduate population in Fall 2013; twenty-one percent of undergraduates were U.S. underrepresented ethnic minority students, i.e. Black/African American, Hispanic, American Indian/Alaskan Native, or Native Hawaiian/Pacific Islander. In Fall 2013, 20% of our graduate students were U.S. students of color (see Appendix Tables 1 and 2). Maryland's rise in academic stature has gone hand-in-hand with, and has been accelerated by, its increasingly diverse community of students, faculty, and staff.

Another example of our success is that the University is one of the top producers of minority STEM degrees at both the undergraduate and graduate levels. In 2014, *Diverse Issues in Higher Education* ranked UMD among the top 20 universities in awarding the following: undergraduate degrees to African-Americans and Asian-Americans in Biology and Biomedical Sciences; bachelor's and master's degrees to African-Americans in Engineering; doctoral degrees to Asian Americans in Physical Sciences and Computer and Information Sciences. (See detail in Appendix.)

Additionally, we are continuing efforts to close the achievement gap between the undergraduate student body as a whole and Hispanic, African-American, and low-resource students. The gap in the six-year graduation rate of Hispanics fell from 9.9% (entering class of 2005) to 4.7% (entering class of 2008). Over the same period the graduation gap among African-American students fell from 8.5% to 7.2% and it fell from 5.8% to 3.6% for low-resource students.

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 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 continues the use of a multi-tiered and creative strategy that focuses on: (1) outreach (for example, hosting a College Access Conference, the creation and successful implementation of the Maryland Ascent Program); (2) recruitment (for example, expanding international recruitment efforts, 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. This year, in recognition of the critical importance of elevating the focus on diversity efforts in our office and in our outreach, the position of Assistant Director of

Admissions and Diversity Initiatives has been elevated to Associate Director of Admissions and Diversity Initiatives.

The **Academic Achievement Programs (AAP)** is comprised of five programs: two state-funded programs, Intensive Educational Development program and the Summer Transitional Program and three federally funded TRIO programs--Student Support Services, Educational Opportunity Center (EOC) and the Ronald E. McNair Post-Baccalaureate Achievement Program. All AAP programs work in collaboration to support the University's goal to enroll, retain, and graduate more students from a variety of backgrounds by focusing efforts on low-income and first-generation students. Academic Achievement Programs deliver rigorous educational experiences and academic support services to support retention, graduation, career readiness and post-baccalaureate degree attainment. Since 2009, AAP has maintained an average first-year retention rate of 97%; AAP students' six-year graduation rate is 73.7% for the 2008 cohort. AAP has launched several initiatives including its Academic Societies, Mocktail event, and Reach Up-Reach Out to reconnect and engage upper class students, develop students' leadership, and promote graduate school enrollment and career readiness. Every year the Educational Opportunity Center serves 1,000 adult students in Prince George's County; Student Support Services program serves 450 students on campus, and 125 new students are admitted each year. Approximately 50% of the students are Black, 24% are Hispanics, 11% are White, and 11% are Asian. The AAP-McNair program serves 43 McNair Scholars each year and places 65% of the graduates in graduate/doctoral programs each year. This past year the University of Maryland's 15th National Conference hosted 185 McNair Scholars from across the US and provided a national graduate college fair with more than 50 nationally ranked graduate schools in attendance.

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. Students made over 4,804 visits to OMSE during FY14. Core programs are:

The College Success Scholars (CSS) program provided structured personal, academic and professional support to 161 African American and Hispanic/Latino males in FY 14, 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; workshops on college success, diversity and leadership; and one-on-one tutorial sessions. The scholars were mentored and supported by upper-class students who served as team leaders. All 44 first-year 2013 Scholars were retained to Fall 2014, for a 100% one-year retention rate. A Parents' Advisory Group met regularly and was actively engaged in supporting the goals of the program.

A Tutorial Program covers key undergraduate courses in writing, mathematics, biology, chemistry and economics, offering review sessions that cover STEM-related courses and courses with high rates of D, F and W grades. During FY14, the tutorial program provided 1659 hours of service to 1,798 students, most of whom were first-year or sophomores, and who identified as African American (30%), Hispanic/Latino (13%), two or more races (10%), and Asian (2%).

In addition, OMSE Check Up provided academic assistance, personal advice and tutorial referrals for 134 students in FY14.

In FY14 Sister2Sister supported the personal, professional, and academic goals of 42 undergraduate women of diverse ethnicities. This program provided on- and off-campus professional and academic resources, service-learning opportunities, and study sessions.

The OMSE Academic Excellence Society, which recognizes, fosters, and rewards academic excellence among multi-ethnic students with a 3.5 GPA or higher, inducted 213 students in FY14.

OMSE served over 1000 pre-college students in FY14 through K-12 pipeline programs, including the Native American Indian Pow Wow, Prince Georges County ESOL Middle School College Access Day, and the "I Can Do That" Project. In addition, OMSE hosted over 300 students for informational panels and tours at the request of the Office of University Admissions.

Additionally, OMSE hosted its first Conference on Racial Identity Development, attended by 137 students, faculty, staff, and guests, with presentations and workshops by national scholars, such as Drs. Marybeth Gasman, William Cross, Rita Hardiman, Bernardo Ferdman, Perry Horse, Barbara Love, and the University of Maryland's own Janelle Wong.

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 personal, academic and professional coaching, and faculty/staff mentors and peer mentors are assigned to each student to offer guidance and support. Eighteen students are 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 Black male undergraduates at Maryland.

Virtual community development-UMSuccess is a dynamic interactive social website and student organization that also has an associated Facebook page, Tumblr page, and Twitter account. Each platform is meant to provide images and stories of students achieving at Maryland, provide essential student resources and supports, and foster stronger sense of community.

Face-to-face community development occurs through--
   • The Student Empowerment Project (STEP) is comprised of Black male student leaders

from across the University who have devoted themselves to promoting the message of academic excellence and professional success.
• Financially Awareness for $mart Terps (FA$T) is a student group that is committed to increasing the financial acumen of students at Maryland.

Direct Student Outreach -- SSI uses institutional data to identify students who are in need of support and seeks to make personalized direct contact with them, encouraging them to remain in school while offering students assistance in three key areas -- academic, financial aid, and mental health. SSI refers identified students to established partners within the three key areas and within the student's home college for additional support.

Traditionally Underrepresented Faculty and Administrative Staff

The NSF-funded **ADVANCE** Program for Inclusive Excellence, which was in the fourth of five years in FY14, has achieved specific goals toward increasing the representation and retention of women faculty at University of Maryland. First, ADVANCE has implemented peer networks among faculty, led by expert facilitators, to decrease isolation and provide strategic career information. These peer networks include Keeping Our Faculties for pre-tenure assistant professors; Advancing Faculty Diversity for assistant and associate professor male and female faculty of color; Advancing Together for associate professors; Advancing Professional Track Faculty for non-tenure track women and men; and ADVANCE Professors, full professor women faculty who mentor junior faculty in their colleges. Second, ADVANCE launched the service dashboard as part of the larger faculty dashboard with the goal of making campus service activity data more transparent. Third, ADVANCE has supported promotion and tenure policy reform by advocating the integration of work-life balance and interdisciplinary scholarship. In order to continue operation and development of these initiatives, program leadership is working to institutionalize ADVANCE at the end of the grant in summer, 2015, for another five years.

III. Efforts to Create Positive Interactions and Cultural Awareness

We are committed to fostering dialogue and collaboration among people of different backgrounds, orientations, and perspectives and ensuring the respectful treatment of all. We have a number of initiatives designed to promote faculty and staff cultural awareness, curricular diversity, and cultural diversity in co-curricular programming. These initiatives are detailed below:

Cultural Training Programs for Faculty and Staff

The **Teaching and Learning Transformation Center (TLTC)** is the entry point on campus to support excellence in teaching and learning for faculty and graduate student teaching assistants and instructors. The TLTC offers a range of activities and services including numerous workshops and learning communities. Promotion of diversity and inclusion efforts are an important aspect of improving teaching excellence and education on campus. Toward that end, the TLTC and the Graduate Student Government initiated the Inclusion and Diversity Workshop Series in Spring 2013. The series has continued since then, including 4-6 workshops per academic year on topics of inclusion and diversity in teaching and learning targeted at faculty

and graduate student instructors.

The **Office of Diversity & Inclusion (ODI)** offered over 30 workshops and trainings to staff and faculty in various campus units in the areas of Cross-cultural Communication, Diverse and Inclusive Workplaces, Difficult and Crucial Conversations, Conflict Management, among others. Moreover, in FY14 the Chief Diversity Officer conducted 2-hour sessions on "Creating Inclusive Departments" in the four biggest Colleges with the Dean, Department Chairs, and Center and Institute Directors. The aim is to enhance awareness and understanding of implicit bias and microaggressions and the role of faculty administrators in fostering healthy, inclusive teams. The rest of the Colleges participated in 2014-15.

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 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.

The Office of Diversity & Inclusion offers a significant number of the existing Cultural Competence courses. In FY14, in an ongoing collaboration between the Office of Diversity & Inclusion and the College of Education, 18 Intergroup Dialogue courses, with 245 students, were held. Intergroup Dialogue courses provide sustained interaction in order to build necessary skills to communicate across identity differences. These rigorous credit-bearing courses focus on cross-cultural knowledge/communication, critical thinking, conflict resolution, and community building across difference. Dialogue topics included: race, gender, sexuality, socioeconomic status, immigration, and faith/spirituality.

In 2013-14, the Office of Diversity & Inclusion launched the Cultural Competence Course Development Project (CCCDP) in order to increase the number of Cultural Competence courses

available to undergraduates. Working with Undergraduate Studies, ODI invited faculty to apply to participate. Twenty-one faculty were selected from an array of Colleges and Departments. Most of them focused on reworking an existing course to meet the criteria for Cultural Competence, with the goal of securing approval for their course in 2014-15. A day-long workshop and resources were provided to the faculty to transform their courses. The faculty cohort continues to meet in 2014-15.

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 LBGT communities – that have been excluded from full participation in American society. These programs provide learning experiences for individuals who are not part of these identified populations and others who are interested in gaining greater knowledge of their own culture and history:

The **Department of African American Studies** offers a bachelor's degree in African American Studies, with specializations in cultural social studies or in public policy, an undergraduate certificate in African American Studies, and a post-baccalaureate certificate in African-American Studies. The **Department of Women's Studies** offers Women's Studies degree programs at the bachelor, master, and doctoral levels, as well as an undergraduate certificate and post-baccalaureate certificate. The range of programs for undergraduates and for graduate students highlights 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 **Department of Classics** offers a minor in Greek Language and Culture that includes a track in modern Greek language and culture. 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 **Department of Counseling, Higher Education and Special Education** offers bachelor, master, and doctoral programs in Special Education and also offers a Certificate of Advanced Study in Special Education. The department also partners with the **Department of Human Development and Quantitative Methodology** to offer a bachelor program in Early Childhood and Early Childhood Special Education. The **Department of Teaching and Learning, Policy and Leadership** offers teacher preparation programs at the Master's level with areas of concentration in World Language Education and Teaching English as a Second Language. The department also offers a post-baccalaureate certificate in World Language Education.

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.

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.

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, African, and Caribbean students of the African diaspora. Within its mission, Nyumburu embraces cultural pluralism that fosters inclusiveness for the entire campus community of students, faculty, and staff. Initiatives are primarily designed to develop students' knowledge and leadership. Nyumburu does this by sponsoring events, 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. The core Nyumburu programs are the following:

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 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 2013-14 with an average attendance of 19 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 2013-14, SOUL held 12 meetings and 6 shut-ins. The attendance at SOUL events ranged from 15 to 35 students. During the 2013-2014 academic year, 20 SOUL members along with UMCP male students attended a culminating leadership WETATi (Women Empowered to Achieve the Impossible) Conference.

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 2013-2014 Leadership Series was "Activism and Organizing in the 21st Century". Students were exposed to a range of information, news and perspectives

aimed at 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 16 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 within the context of higher education and the broader U.S. society. MICA offers programs and services that are designed to foster the exploration of identity, build inclusive communities among students from diverse backgrounds and assist them with developing knowledge and skills for creating positive social change locally, nationally and globally. MICA encourages students to participate in both culturally specific and cross-cultural involvement and leadership experiences.

During the 2013-2014 academic year, MICA outreached to or supported 105 cultural student organizations campus-wide. Direct advising services were provided to 80 student organizations: 22 Asian Pacific American (APA), 27 Black, 12 Latina/o, 1 LGBT(including 11 small groups), 1 American Indian, 1 Multiracial/Biracial student organization, 13 Cross-cultural, and 3 Interfaith.

MICA staff conducted over 400 student advising sessions in FY14. Of these 400 sessions, approximately 135 hours were spent on personal advising, 207 hours were spent on organizational advising and 22 on organizational consulting for a total of 364 hours. Over 50% of the personal advising sessions focused on academic issues; 42 % dealt with personal development issues; 38% percent focused on helping students identify opportunities for involvement on campus or in the local community, and roughly 13% focused on other issues associated with social integration on campus.

MICA staff convened 147 one-on-one meetings with student organization leaders, attended 36 student organization executive board meetings and 29 full body organizational meetings. A total of 6 student organization retreats /workshops were led by MICA staff. In partnership with the Leadership and Community Service Learning Office in the Stamp and the College of Education, MICA staff taught six identity-based diversity and leadership classes during the 2013-2014 academic year.

MICA's efforts supporting history/heritage theme celebration months resulted in 32 events for APA Heritage Month , 36 for Black History Month, 49 for Latino Heritage Month, 57 for Pride Month, 4 American Indian Heritage Month, and 4 for Mixed Madness Month (multiracial/biracial). The Interfaith Involvement area held the first Interfaith Week and held 5 programs. In total 187 programs were offered during FY14 which reached over 5,000 students, faculty, staff and visitors on the UMD 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 campus leadership, the Equity Center's collaborative work led to the recognition of UMCP by the Huffington Post and Campus Pride as one of the top LGBT-friendly campuses in the United States for the third year. The

Center pays particular attention to intersectional work with students of color and units that serve students of color.

Programs to build cultural competency for all members of the campus include Rainbow Terrapin Network (290 people completed membership training), Workplace Inclusion Training (159 individuals participated), and Speakers Bureau (a peer education program reaching over 1,000 students).

Programs for LGBTQ students create cohorts and mentors, develop leaders, and affirm communities. For 2013-2014, they included Queer Camp, a weekend retreat with 24 student participants, and Lavender Graduation with 48 graduates recognized.

Academic courses offered through the LGBT Studies Program include LGBT People and Communication, and Internships in LGBT Community Organizations.

For 2013-14, **UMCP's Department of Campus Safety** reports 7 campus hate-based crimes and bias-motivated incidents, which involved bias based on race (4 incidents), sexual orientation (3 incidents), and religion (2 incidents). (Two of the incidents involved two areas of bias.) The types of incident were as follows: vandalism (3 incidents), written intimidation (3 incidents), and assault (1 incident).

IV. Other Central Diversity Initiatives

In Spring 2014, the Office of Diversity & Inclusion (ODI) provided a third 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 12 applicants, 8 projects were funded for 2014-15. The funded programs include a joint partnership between the College of Education on the UM campus and the Schools of Social Work and Law at UMB to provide an innovative alternative option for juvenile justice placement sites; two grants focusing on the needs of students with disabilities by creating a "TerpAccess" Disability Network and an emerging minor in Disability Studies; a retention program focused on the needs of Veterans that connects them with student life options as well as recreation services; and a large scale project connecting the University with the surrounding communities of Riverdale Park and Hyattsville by creating a theatre and arts experience with the oral histories of The SHOP, a barbershop and beauty salon serving African American and Latinos in Hyattsville, MD. 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 are 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 26 applications, and 18 proposals have been funded. These events include a Women's Empowerment Conference at the Smith School of Business, supporting a dialogue event sponsored by the NAACP, an event focusing on disability awareness around the experience of having Aphasia, and a "colorism" conversation sponsored by the Caribbean Students Association.

In November 2013, ODI launched the first annual "Rise Above" Isms Week -- a week of events aimed at engaging students, staff and faculty in examining biases and stereotypes, in fostering awareness and knowledge about differences in power, privilege and opportunity, and in enhancing skills in communicating and working effectively with people who are very different. Several hundred campus community members participated in events that included an evening vigil, a town hall on "isms", and a panel presentation on race and the criminal justice system.

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 Commissions generally meet monthly and the four Chairs serve on the University-wide Diversity Advisory Council and work collaboratively with the Chief Diversity Officer.

UMCP continues to be successful in the area of degree production among minorities in STEM-related fields.

Selected Degree Production: National Ranking statistics for 2014

Rank	Discipline	Degree level	Demographic group
3rd	in Biological & Biomedical sciences	baccalaureate	African-American
11th	in Biological & Biomedical sciences	baccalaureate	Asian-American
12th	in Engineering	baccalaureate	African-American
6th	in Engineering	masters	African-American
11th	in Physical Sciences	doctoral	Asian-American
3rd	in Computer & Information Sciences	doctoral	Asian-American

(source: Diverse Issues in Higher Education)

Table 1. UNDERGRADUATE STUDENTS

Term	Fall 2008			
	Female	Male	Total	
	N	N	N	pct
American Indian:U.S.	44	38	82	0.3%
Asian:U.S.	1,794	2,063	3,857	14.6%
Black or African American:U.S.	1,989	1,481	3,470	13.1%
Foreign	266	282	548	2.1%
Hispanic:U.S.	861	697	1,558	5.9%
Unknown:U.S.	972	897	1,869	7.1%
White:U.S.	6,774	8,317	15,091	57.0%
Total	12,700	13,775	26,475	100.0%

Term	Fall 2012				Fall 2013				Fall 2014			
	Female	Male	Total		Female	Male	Total		Female	Male	Total	
	N	N	N	pct	N	N	N	pct	N	N	N	pct
American Indian or Alaska Native:U.S.	18	17	35	0.1%	17	16	33	0.1%	19	17	36	0.1%
Asian:U.S.	1,789	2,168	3,957	14.9%	1,844	2,273	4,117	15.4%	1,932	2,367	4,299	15.9%
Black or African American:U.S.	1,806	1,414	3,220	12.1%	1,862	1,464	3,326	12.5%	1,892	1,555	3,447	12.7%
Foreign	401	398	799	3.0%	411	448	859	3.2%	487	535	1,022	3.8%
Hispanic:U.S.	1,124	978	2,102	7.9%	1,217	1,118	2,335	8.8%	1,312	1,178	2,490	9.2%
Native Hawaiian or Other Pacific Islander:U.S.	14	13	27	0.1%	10	11	21	0.1%	10	11	21	0.1%
Two or More:U.S.	462	389	851	3.2%	499	457	956	3.6%	571	502	1,073	4.0%
Unknown:U.S.	413	450	863	3.3%	397	388	785	2.9%	282	300	582	2.2%
White:U.S.	6,470	8,214	14,684	55.3%	6,178	8,048	14,226	53.4%	6,074	8,012	14,086	52.1%
Total	12,497	14,041	26,538	100.0%	12,435	14,223	26,658	100.0%	12,579	14,477	27,056	100.0%

Table 2. GRADUATE STUDENTS

Term	Fall 2008			
	Female	Male	Total	
	N	N	N	pct
American Indian:U.S.	13	12	25	0.20%
Asian:U.S.	404	411	815	7.70%
Black or African American:U.S.	522	313	835	7.90%
Foreign	985	1,526	2,511	23.90%
Hispanic:U.S.	182	151	333	3.20%
Unknown:U.S.	299	279	578	5.50%
White:U.S.	2,661	2,767	5,428	51.60%

Term	Fall 2012				Fall 2013				Fall 2014			
	Female	Male	Total		Female	Male	Total		Female	Male	Total	
	N	N	N	pct	N	N	N	pct	N	N	N	pct
American Indian or Alaska Native:U.S.	9	9	18	0.20%	9	5	14	0.10%	0.20%	0.00%	11	0.10%
Asian:U.S.	376	387	763	7.10%	370	351	721	6.80%	6.70%	6.50%	696	6.60%
Black or African American:U.S.	423	329	752	7.00%	430	348	778	7.30%	8.50%	6.00%	759	7.20%
Foreign	1,372	1,782	3,154	29.40%	1,497	1,797	3,294	31.00%	28.70%	33.40%	3,291	31.20%
Hispanic:U.S.	198	193	391	3.70%	192	203	395	3.70%	4.30%	3.80%	424	4.00%
Native Hawaiian or Other Pacific Islander:U.S.	6	8	14	0.10%	3	4	7	0.10%	0.10%	0.10%	8	0.10%
Two or More:U.S.	89	80	169	1.60%	102	81	183	1.70%	2.00%	1.30%	169	1.60%
Unknown:U.S.	230	232	462	4.30%	246	264	510	4.80%	5.50%	6.30%	628	6.00%
White:U.S.	2,360	2,627	4,987	46.60%	2,276	2,436	4,712	44.40%	44.10%	42.60%	4,568	43.30%
Total	5,063	5,647	10,710	100.00%	5,125	5,489	10,614	100.00%	100.00%	100.00%	10,554	100.00%

Table 3. TENURED TRACK FACULTY

Term	Fall 2008			
	Female N	Male N	Total N	Total pct
Asian/Pacific Islander:U.S.	47	123	170	11.00%
Black/African American:U.S.	38	40	78	5.10%
Foreign	24	42	66	4.30%
Hispanic:U.S.	21	31	52	3.40%
Not Reported:U.S.	12	26	38	2.50%
White:U.S.	322	813	1,135	73.70%
Total	464	1,075	1,539	100.00%

Term	Fall 2012				Fall 2013				Fall 2014			
	Female N	Male N	Total N	Total pct	Female N	Male N	Total N	Total pct	Female N	Male N	Total N	Total pct
American Indian or Alaska Native:U.S.		1	1	0.1%		1	1	0.1%		1	1	0.1%
Asian:U.S.	64	136	200	13.5%	64	144	208	14.1%	65	144	209	14.1%
Black or African American:U.S.	32	39	71	4.8%	32	33	65	4.4%	32	33	65	4.4%
Foreign	15	35	50	3.4%	11	36	47	3.2%	17	36	53	3.6%
Hispanic:U.S.	27	33	60	4.0%	26	31	57	3.9%	27	32	59	4.0%
Native Hawaiian or Other Pacific Islander:U.S.					1		1	0.1%	2		2	0.1%
Two or More:U.S.	2	4	6	0.4%	2	5	7	0.5%	3	3	6	0.4%
Unknown:U.S.	27	44	71	4.8%	38	55	93	6.3%	42	58	100	6.8%
White:U.S.	284	740	1,024	69.0%	285	713	998	67.6%	277	708	985	66.6%
Total	451	1,032	1,483	100.0%	459	1,018	1,477	100.0%	465	1,015	1,480	100.0%

Table 4. NON-TENURED TRACK
FACULTY

Term	Fall 2008			
	Female	Male	Total	
	N	N	N	pct
Amer Indian/Alaska Nat:U.S.		1	1	0.0%
Asian/Pacific Islander:U.S.	70	118	188	7.9%
Black/African American:U.S.	74	42	116	4.9%
Foreign	89	303	392	16.5%
Hispanic:U.S.	26	25	51	2.1%
Not Reported:U.S.	51	47	98	4.1%
White:U.S.	690	846	1,536	64.5%
Total	1,000	1,382	2,382	100.0%

Term	Fall 2012				Fall 2013				Fall 2014			
	Female	Male	Total		Female	Male	Total		Female	Male	Total	
	N	N	N	pct	N	N	N	pct	N	N	N	pct
American Indian or Alaska Native:U.S.	1	4	5	0.2%	1	3	4	0.1%	1	2	3	0.1%
Asian:U.S.	93	175	268	9.9%	91	170	261	9.5%	94	185	279	10.0%
Black or African American:U.S.	65	37	102	3.8%	70	44	114	4.2%	72	51	123	4.4%
Foreign	139	327	466	17.3%	126	285	411	15.0%	114	308	422	15.2%
Hispanic:U.S.	32	39	71	2.6%	34	49	83	3.0%	35	51	86	3.1%
Native Hawaiian or Other Pacific Islander:U.S.		2	2	0.1%		1	1	0.0%		2	2	0.1%
Two or More:U.S.	9	8	17	0.6%	7	9	16	0.6%	5	6	11	0.4%
Unknown:U.S.	97	138	235	8.7%	140	171	311	11.4%	146	182	328	11.8%
White:U.S.	641	888	1,529	56.7%	670	869	1,539	56.2%	672	859	1,531	55.0%
Total	1,077	1,618	2,695	100.0%	1,139	1,601	2,740	100.0%	1,139	1,646	2,785	100.0%

Table 5. STAFF

Term	Fall 2008			
	Female	Male	Total	
	N	N	N	pct
Amer Indian/Alaska Nat:U.S.	7	11	18	0.4%
Asian/Pacific Islander:U.S.	229	165	394	7.7%
Black/African American:U.S.	756	584	1,340	26.2%
Foreign	36	15	51	1.0%
Hispanic:U.S.	267	119	386	7.5%
Not Reported:U.S.	85	72	157	3.1%
White:U.S.	1,504	1,267	2,771	54.2%
Total	2,884	2,233	5,117	100.0%

Term	Fall 2012				Fall 2013				Fall 2014			
	Female	Male	Total		Female	Male	Total		Female	Male	Total	
	N	N	N	pct	N	N	N	pct	N	N	N	pct
American Indian or Alaska Native:U.S.	8	9	17	0.3%	9	8	17	0.3%	6	9	15	0.3%
Asian:U.S.	236	169	405	7.4%	233	168	401	7.3%	239	181	420	7.4%
Black or African American:U.S.	729	586	1,315	24.1%	722	565	1,287	23.3%	752	567	1,319	23.2%
Foreign	42	16	58	1.1%	44	19	63	1.1%	47	16	63	1.1%
Hispanic:U.S.	311	161	472	8.6%	325	168	493	8.9%	342	176	518	9.1%
Native Hawaiian or Other Pacific Islander:U.S.		5	5	0.1%	3	5	8	0.1%	5	6	11	0.2%
Two or More:U.S.	26	14	40	0.7%	31	11	42	0.8%	41	15	56	1.0%
Unknown:U.S.	158	122	280	5.1%	196	167	363	6.6%	239	212	451	7.9%
White:U.S.	1,525	1,343	2,868	52.5%	1,500	1,344	2,844	51.5%	1,516	1,327	2,843	49.9%
Total	3,035	2,425	5,460	100.0%	3,063	2,455	5,518	100.0%	3,187	2,509	5,696	100.0%

UNIVERSITY OF MARYLAND EASTERN SHORE

2014-2015
INSTITUTIONAL PROGRAM
OF
CULTURAL DIVERSITY
PROGESS REPORT

April 2, 2015

TABLE OF CONTENTS

INTRODUCTION

The University of Maryland Eastern Shore promotes, appreciates and supports cultural diversity. As stated in our institutional mission statement, "UMES is committed to providing access to highly quality education for students from a multiplicity of backgrounds while emphasizing multicultural diversity and international perspectives". As noted in the UMES 2011-2016 Strategic Plan, *Diversity in the academic community,* is one of the major strengths of the UMES experience for students, faculty and staff. In accordance with Education §11-406, this institutional report on programs of cultural diversity provides a summary of the University's Cultural Diversity Plan, while highlighting areas of achievement and continued improvement. The report also describes efforts to increase individuals from traditionally underrepresented groups and to create a campus environment that promotes cultural awareness for all university constituent groups.

SUMMARY OF INSTITUTIONAL PLAN TO IMPROVE CULTURAL DIVERSITY

The UMES Cultural Diversity Plan highlights three major goals for improving cultural diversity. These goals are each supported by sub-goals and key strategies designed to achieve the focused goals. The plan and progress for achieving the goals are evaluated collaboratively by university leadership through quantitative and qualitative data review. The following are the major goals of the UMES Cultural Diversity Plan:

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.

Areas of Emphasis and Strategies for Implementation

GOAL 1: Climate for Living, Learning and Working

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: <u>Learning Experiences for Diversity</u> - 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

Goal 2.A: <u>Undergraduate Degrees Awarded</u> – Demonstrate continuing improvement in the number of bachelor's degrees earned by non-African-American students.

Contributing Goals:

Goal 2.A.1: <u>New Students</u> – 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: <u>Retention Rates</u> – 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.)

<u>Key Strategies</u>

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:

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: <u>Graduate Degrees Awarded</u> - 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.)

<u>Contributing Goal:</u>

Goal 2.B.1: <u>New Graduate Students</u> - 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.)

<u>Key Strategies</u>

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

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: <u>Non-African-American Administrators</u> - 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: <u>Non-African-American Staff Members</u> - 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.

Status of Progress on Cultural Diversity

The University of Maryland continues to make strides toward achieving defined goals for cultural diversity in the three focal areas: 1. Climate for Living, Learning, and Working; 2. Student Access and Opportunity; and 3. Diverse Faculty and Staff.

<u>**GOAL 1: Climate for Living, Learning and Working**</u>
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: <u>Campus Environment</u> – Continue to build and maintain a campus environment that is inclusive, safe and respectful for people.

In an effort to determine its progress toward promoting a productive, safe and inclusive campus environment, the University developed a campus climate survey tool in 2014. Initially, the tool was piloted to a small group of faculty and staff in order to determine the quality and validity of the tool. After assessing the tool during the pilot phase, the survey administered to faculty and staff. The survey generated significant feedback. Following the completion of the survey, the Division of Institutional Research reviewed and compiled the survey data in a comprehensive report. Thereafter, the president established a Campus Climate Committee that reviewed the report and identified a list of strategies for recommended action by the university's leadership team.

In Spring 2014, the university launched its "Hawkspitality" campaign to increase awareness about the university's core values of "integrity, commitment, accountability, respect and excellence (ICARE)" and to improve customer service campus-wide.   A key component of the "Hawkspitality" campaign is the creation of mechanisms to solicit feedback from university constituents about customer service experiences. These mechanisms include strategically placed comment boxes and a dedicated customer service email address where concerns may be addressed. Both the comment boxes and email address are monitored on a consistent basis. The information received is used to improve, or reinforce, positive customer service experiences on campus.

The university has undertaken a review of its institutional policies and procedures. The purpose of this ongoing process is to identify policies that need to be updated in alignment with new policies, rules, or regulations of the University System of Maryland, and to identify policies that may have negative impacts or create barriers for particular populations. For example, in Fall 2014, the University overhauled its sexual misconduct policies and procedures in response to revised USM policies governing this matter so that campuses like ours within the USM were eliminating barriers for victims and alleged perpetrators of sexual misconduct.

To enhance the residential living environment at UMES, the Office of Residence Life has implemented a variety of strategies and programs to enhance diverse programming in the residence halls. The Coordinator of the Paraprofessional Program maintains and archives all student and staff sponsored activities and works collaboratively with Area Directors to implement the programmatic slate for the unit. The Residence Life team has focused energy on a variety of programmatic ventures to reveal the hidden talents of residents, provided venues for expression on numerous topics of interest, taught coping skills for challenging situations to minority groups and delivered outlets adequate to applying out-of-class acquired knowledge to day-to-day life expectations. Residence Life placed strong emphasis on inclusiveness related to diversity and accommodating Americans with Disabilities.

Illustrations of a few related initiatives which have occurred throughout the residential arena most recently follows. They are typical of those which have spanned the period of review since the plan's original formulation.

- Safe Zone Training: Collaborated with Counseling Services to better equip staff on issues of the LBGT-Q community.

- Jazz Café: Placed special emphasis on attracting multicultural participation from the academic community to help build relationships with international residential students.
- Mentorships and Social Advisors: Continual work with the DESOPADEC Nigerian Study Program to transition them to graduate schools and professional employment…
- Out of Many, One People: Information session for non-Caribbean residents about the fundamental purpose of the Caribbean International Club.
- Pink Lips and Blue Hearts: To be able to educate residents about insecurities associated with skin color, weight and hair and how to overcome negative stereotypical viewpoints.
- Collaborations with the Center for International Education on events i.e. Ethnic Fairs and Cultural Diverse Open House.
- Extend a Hand: To be able to teach residents about poverty on the Eastern Shore, understanding the values of ethnographies-discussion.
- The Skin We're In: To be able to help students identify similarities in cultural backgrounds.
- Why Do You Care? To be able to help residents learn how to deal with diversity (customs and standards of multi-national populations).

Goal 1.B: <u>Learning Experiences for Diversity</u> – 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.

UMES provides experiences for students to gain exposure to diverse cultures through classroom and experiential learning opportunities. In curriculum offerings students can learn about diverse cultures and global perspectives through guest lectures, artistic performances and cultural celebration and recognitions. Several academic departments are hosting visiting and Fulbright scholars who share their experiences and expertise in classroom settings, small group discussions, guest lecture seminars or research collaborations. Students are exposed to various cultures through activities such as cultural festivals, art exhibitions and ethnic heritage observances.

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 for all non-African-American students.

Goal 2.A: <u>Undergraduate Degrees Awarded</u> – Demonstrate continuing improvement in the number of bachelor's degrees earned by non-African-American students.

During the 2013–2014 academic year, 124 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: <u>New Students</u> - Demonstrate continuing improvement in the number of new, non-African-American students who enter UMES as freshmen and transfers.

During the 2013–2014 academic year, 262 (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%). *Goal 2.A.1 was met.*

Goal 2.A.2: <u>Retention Rates</u> - Continue to enhance the first-year retention rate for non-African-American students.

During the 2013–2014 academic year, 99 of 141 (70%) non-African-American students returned for the fall 2014 semester. During the 2010–2011 academic year, 87 (65%) non-African-American students returned for the fall semester of 2011. ***Goal 2.A.2 was met.***

Goal 2.B: <u>Graduate Degrees Awarded</u> - Demonstrate continuing improvement in the number of graduate degrees (including master's and doctoral degrees) earned by African-American students.

During the 2013–2014 academic year, 74 (44%) 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. ***Goal 2.B was met.***

Contributing Goals

Goal 2.B.1: <u>New Graduate Students -</u> Demonstrate continuing improvement in the number of graduate-level (including master's and doctoral) African-American students.

For the 2013–2014 academic year, 263 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: <u>African-American Faculty</u> - Demonstrate continuing improvement in the number of African-American tenured and tenure-track faculty.

During the 2013–2014 academic year, 53 (40%) of 132 African-American faculty were tenured and on tenure-track. The baseline data for 2008–2009 was 48. ***Goal 3.A was met***.

Goal 3.B: <u>Non-African-American Administrators</u> - Maintain the number of non-African-American, full-time executive/administrative/managerial staff.

During the 2013–2014 academic year, 24 (23%) of 106 non-African-American full-time executive/administrative/managerial staff was employed. The baseline data for 2008-2009 was 17 (25%) out of 69. Though the number of non-African Americans has increased since the baseline reporting year, the percentage has slightly declined indicating that additional strategies and efforts should be utilized to maintain this goal. ***Goal 3.B was not met.***

Goal 3.C: <u>Non-African-American Staff Members</u> - 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%) of 432)

During the 2013–2014 academic year, 150 (25%) of 604 non-African-Americans were employed as staff members. The number of non-African-American staff members exceeds the baseline number and

therefore, **Goal 3.C was met**.

SUMMARY OF EFFORTS TO INCREASE UNDERREPRESENTED GROUPS

Efforts to increase underrepresented students

The Office of Admissions in collaboration with Academic Affairs is using a number of strategies to increase underrepresented student populations at UMES. One such strategy is to identify more non-African-American students to assist with campus visitations and recruitment activities in local high schools. In recent years, UMES has enhanced its partnerships with local high schools through efforts such as dual enrollment programs and forging partnerships for targeted recruitment with high schools in Prince George's and Montgomery County. The Office of Admissions has also expanded its recruitment in Virginia, Delaware, New Jersey and Pennsylvania.

To increase the number of underrepresented transfer students, the University has engaged in activities to increase the number of articulation agreements and MOUs with community college partners. To support this expansion, the transfer recruiter devotes more time to visiting community colleges, hosted information sessions on-site and hosted Transfer Open House programs on the campus.

As retention of students is a major focal area for UMES, several initiatives have been implemented through academic schools and the Center for Access and Academic Success (CASS). Academic schools have engaged in providing tutoring to support student performance and developed school-wide retention committees. CASS offers a variety tutoring (academic and ESL) and mentoring (peer, alumni and professional staff) services for all students and is currently developing a mentoring program designed specifically to support Hispanic/Latino students.

Efforts to increase administrative staff and faculty members

The University advertises in a wide range of media outlets to attract, recruit and hire a diverse faculty and staff. The University advertises in national and local publications, internet based employment sites and use networking opportunities to recruit diverse faculty and staff. The following is list of sources in which UMES advertises to recruit new diverse talent to the university.

Publication Sources	Internet Employment Sites	Network Sources
Chronicle of Higher Education	*Academic Careers Online*	*HBCU Schools*
Diverse Issues in Higher	*HigherEd Jobs.com*	*Department Heads at Various*
Education	*TedJones.com*	*Universities*
Baltimore Sun	*CASE Website*	*NCRE (Rehabilitation Network)*
Daily Times	*Career Builders.com*	*ILA listserve (Social Sciences)*
CHRIE Magazine	*HBCU Connect.com*	*ALA listerve (Library)*
Hispanic Outlook in Higher	*Physical Therapy Bulletin Online*	*Black Caucus of the American*
Education	*ACSM Job Service*	*Library Association (BCALA).*
Discipline –related Employment	*IndeedJobs.com*	*marylib@list.umaryland.edu*
Bulletins	*InsideHigherEdJobs.com*	
Washington Post	*MilitaryNews.com*	

The University seeks to retain faculty and staff by offering competitive compensation and benefits consistent with other USM institutions. Additionally, UMES offers campus recognition programs and training opportunities to demonstrate its appreciation to faculty and staff.

SUMMARY OF EFFORTS TO CREATE POSITIVE INTERACTIONS AND CULTURAL AWARENESS.

Faculty and Staff Training

The Office of Human Resources offers workshops and campus events with promote positive interactions and cultural awareness. The workshops provide training on topics such as conflict resolution, civility, effective leadership and anger management to mention a few. Cultural awareness is promoted through events such as International Day, Black History Month activities, speakers, musicians and performance groups. The University also holds an annual festival on cultural diversity for faculty, staff, and students.

Curricular Initiatives

The University offers 36 courses that are infused with globalization in the General Core and in discipline-specific courses. These courses include modules on the impact of various cultures on the content explored. These curriculum offerings provide students with opportunities to learn about diverse cultures for an enriched academic experience and to increase the student's ability to be more competitive in the workforce. Additionally, UMES hosts professional development workshops for current and future educators that includes sessions on working with diversity in the classroom.

Co- Curricular Initiatives

Cultural awareness enhancement is provided through co-curricular experiences such as guest lectures, artistic performances and other experiential learning opportunities. Information share with media sources such as Wingspan and Insight newsletters highlight activities and programs that promote cultural awareness and positive interactions. Also students in various majors are placed internship and externships opportunities to ensure that they receive training in diverse settings. As mentioned previously academic departments host visiting and Fulbright scholars who share their experiences and expertise in classroom settings, small group discussions guest lecture seminars or research collaborations. In addition to these co-curricular activities for undergraduate students, new graduate students participate in new student orientation sessions which include diversity training and cultural sensitivity.

Hate-Based Crimes or Biased-Motivated Incidents

The University of Maryland Eastern Shore experienced no campus hate-based crimes or biased motivated incidents during the reporting period.

CONCLUSION

The Cultural Diversity Plan for the University of Maryland Eastern Shore (UMES) focuses on three main goals: 1) *Climate for Living, Learning and Working*; 2) *Student Access and Opportunity*, and 3)

Diverse Faculty and Staff. Since the initial implementation of the plan the University has exhibited strong commitment to insuring that students, faculty and staff are provided experiences that increase cultural awareness and promote positive interactions. This commitment to cultural diversity is reinforced in all facets of the campus environment, academic programming, extended engagement opportunities and training programs. The University will continue its efforts to meet and exceed the goals outlined in the plan, explore new strategies to enhance cultural awareness and make data-driven decisions to make improve to the plan.

UNIVERSITY OF MARYLAND EASTERN SHORE
Institutional Program of Cultural Diversity Progress Report Data
Academic Year 2008-2009 thru 2014-2015

Table 1: UMES Student Enrollment* Fall 2008-Fall 2014 by Race/Ethnicity

Race /Ethnicity	2008-2009				2012-2013				2013-2014				2014-2015			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	3,314	80.6%	1,234	2,080	3,071	71.5%	1,242	1,829	2,831	69.7%	1,186	1,645	2,860	68.9%	1,225	1,635
American Indian or Alaskan Native	10	0.2%	3	7	4	0.1%	3	1	4	0.1%	3	1	7	0.2%	4	3
Asian	60	1.5%	36	24	75	1.7%	39	36	75	1.8%	45	30	66	1.6%	37	29
Hispanic/Latino	53	1.3%	26	27	100	2.3%	40	60	87	2.1%	36	51	85	2.0%	40	45
White	502	12.2%	224	278	675	15.7%	330	345	635	15.6%	307	328	620	14.9%	293	327
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	4	0.1%	0	4	3	0.1%	0	3	2	0.0%	0	2
Two or More Races	NA	NA	NA	NA	300	7.0%	122	178	370	9.1%	148	222	461	11.1%	197	264
Did Not Self-Identify	171	4.2%	74	97	66	1.5%	33	33	56	1.4%	29	27	50	1.2%	21	29
Total	4,110	100.0%	1,597	2,513	4,295	100.0%	1,809	2,486	4,061	100%	1,754	2,307	4,151	100.0%	1,817	2,334

*Foreign students are not included

Table 2: UMES Faculty* Fall 2008-Fall 2014 by Race/Ethnicity

Race /Ethnicity	2008-2009				2012-2013				2013-2014				2014-2015			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	119	38.6%	60	59	126	37.7%	64	62	132	37.0%	67	65	130	36.6%	68	62
American Indian or Alaskan Native	2	0.6%	1	1	4	1.2%	1	3	5	1.4%	2	3	4	1.1%	2	2
Asian	29	9.4%	18	11	31	9.3%	20	11	36	10.1%	23	13	36	10.1%	22	14
Hispanic/Latino	6	1.9%	3	3	10	3.0%	4	6	8	2.2%	4	4	10	2.8%	6	4
White	149	48.4%	78	71	158	47.3%	86	72	168	47.1%	90	78	166	46.8%	84	82
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	0	0.0%	0	0	0	0%	0	0	1	0.2%	1	0
Two or More Races	NA	NA	NA	NA	3	0.9%	2	1	5	1.4%	2	3	5	1.4%	3	2
Did Not Self-Identify	3	1.0%	1	2	2	0.6%	1	1	3	0.8%	2	1	3	0.8%	2	1
Total	308	100.0%	161	147	334	100.0%	178	156	357	100%	190	167	355	100.0%	188	167

*Foreign faculty is not included

Table 3: UMES Staff* Profile Fall 2008-Fall 2014 by Race/Ethnicity

Race /Ethnicity	2008-2009				2012-2013				2013-2014				2014-2015			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	384	73.6%	159	225	416	75.4%	182	234	423	75.9%	189	234	400	74.6%	175	225
American Indian or Alaskan Native	3	0.6%	1	2	3	0.5%	0	3	3	0.5%	0	3	3	0.6%	1	2
Asian	25	4.8%	14	11	7	1.3%	3	4	9	1.6%	4	5	9	1.7%	4	5
Hispanic/Latino	5	1.0	3	2	7	1.3%	6	1	11	2.0%	8	3	12	2.2%	6	6
White	101	19.3%	56	41	109	19.7%	61	48	105	18.9%	58	47	104	19.4%	55	49
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	0	0.0%	0	0	0	0%	0	0	0	0%	0	0
Two or More Races	NA	NA	NA	NA	7	1.3%	4	3	4	0.7%	2	2	4	0.7%	2	2
Did Not Self-Identify	4	0.8%	2	2	3	0.5%	3	0	2	0.4%	2	0	4	0.7%	4	0
Total	522	100.0%	235	287	552	100.0%	259	293	557	100%	263	294	536	100%	247	289

*Foreign staff and Graduate Teaching/Research Assistants are not included

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE

FY 2014 - 2015 Annual Progress Report

On

Programs of Cultural Diversity

April 2, 2015

April 2, 2015

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

Dear Dr. Wolfe:

Attached please find University of Maryland University College's (UMUC) FY 2014-2015
Annual Progress Report on Programs of Cultural Diversity.

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

Sincerely,

Blair H. Hayes
Ombudsman and Vice President, Diversity Programs

University of Maryland University College
FY2014-FY2015 Annual Progress Report
On
Programs of Cultural Diversity

30 March 2015

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 2014-2015 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. Summary of Institutional Plan Progress

Status of Implementation Efforts and Demographic Data on Student, Faculty, and Staff

The Institutional Diversity Plan for UMUC was developed to provide a framework for improving, maintaining, and influencing a culture that fosters diversity for staff, faculty, and students. 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 Diversity and Equity Office provide the platform for diversity and inclusion to continue to spread throughout the University. The UMUC Core Values will continue to guide our decisions and behaviors to manage our self, our teams, and our organization.

A.   Monitoring and Reporting

The Offices of Human Resources, Institutional Effectiveness, and Diversity and Equity 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

- REACT (Response Emergency Assessment Crisis Team) Quarterly Report
- Annual Affirmative Action Plan

Over the past year, the Diversity and Equity Office has continued to deliver Diversity Awareness Training Programs throughout the University. The Diversity and Equity Office, along with the Office of Human Resources, tracks participation to ensure that staff and faculty are continuously being educated on diversity and inclusion.

The Office of Diversity and Equity 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.

The Diversity and Equity Office is comprised of the Fair Practices and Compliance Team, the Accessibility Services Office (Formerly Disability Services), the Director of Multicultural Training and Programming, and the ADA Compliance Office. This structure allows the office to maintain programs that strengthen current diversity initiatives and plan strategically for future offerings.

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 by 8349 from Fall 2013 to Fall 2014. The ratio of historically under-represented demographic groups remained relatively unchanged over the past year. African-American/ Black students decreased slightly by 3% from 33-30%, while there was a 2% increase in Hispanic/Latino students from 8% to 10% in the Fall of 2014.

UMUC's student population was 51% male and 48% female in Fall 2014, which is consistent with the gender proportions in Fall 2013. The African-American subpopulation is 57% female and 43% male, while the White student subpopulation is 42% female and 58% male.

TABLE 1: Separate *Comparison* Tables for Students															
	Baseline: 2008-2009				2012-2013				2013-2014				2014-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/ Black	10875	33	3699	7176	14195	34	5619	8576	12933	33	5254	7679	14477	30	6250	8227

	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
American Indian or Alaska Native	198	1	81	117	186	0	82	104	162	0	76	86	218	0	114	104
Asian	1791	5	899	892	1938	5	1042	896	1999	5	1117	882	2487	5	1392	1095
Hispanic/ Latino	1739	5	827	912	3166	7	1642	1524	3327	8	1761	1566	4712	10	2578	2134
White	13291	40	6689	6602	16713	40	9121	7592	15946	40	8984	6962	19519	41	11270	8249
Native American or other Pacific Islander					160	0	68	92	185	0	92	93	303	1	154	149
Two or more races					1009	2	454	555	1152	3	511	641	1659	3	750	909
Did not self identify	5414	16	2257	3157	4305	10	1926	2379	3853	10	1749	2104	4531	9	2160	2371
Total	33308		14452	18856	41672		19954	21718	39557		19544	20013	47906		24668	23238

C.   Faculty

Table 2 depicts the ethnicity and gender demographics for UMUC faculty as of Fall 2014. The largest group (68% in Fall 2014) 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 2014. Asian, Hispanic/Latino, and American-Indian faculty represent smaller segments of the total faculty at a combined 12% of the total faculty representation. The number of Asian/American faculty remains unchanged at 8% in Fall 2014.

Males comprise 56% of the faculty and females 44% as of Fall 2014.

TABLE 2: Separate *Comparison* Tables for Faculty																
	Baseline: 2008-2009				**2012-2013**				**2013-2014**				**2014-2015**			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/ Black	137	8	80	57	426	16	204	222	419	16	217	202	412	16	212	200
American Indian or Alaska Native	14	1	10	4	19	1	12	7	20	1	13	7	21	1	14	7
Asian	68	4	55	13	186	7	132	54	196	8	138	58	207	8	132	75
Hispanic/ Latino	21	1	12	9	69	3	42	27	67	3	43	24	71	3	45	26
White	788	45	476	312	1844	68	1049	795	1786	69	1017	769	1773	68	998	775
Native American or other Pacific Islander					1	0	1	0	1	0	1		1	0	1	
Two or more races					8	0	5	3	12	1	8	4	12	1	8	4
Did not self identify	705	41	398	307	102	4	54	48	106	4	58	48	102	4	51	51
Total	1733		1031	702	2655		1499	1156	2607		1495	1112	2599		1461	1138

D.   Staff

As shown in Table 3 below, the total number of staff employed at UMUC Stateside locations decreased by 6% in 2014 compared to 2013, to 1090 from 1157. The proportions of African-American/Black staff increased to 34% in Fall 2014 from 32% in Fall 2013. The

UMUC Cultural Diversity Progress Report- FY 2014 and 2015   3

number of African-American/Black female staff decreased slightly by 2% to 334 from 387 in Fall 2014. The number of White staff decreased slightly by 2% to 168 from 194 in Fall 2014. There was also a slight increase in staff that 'Did Not Self-Identify' by 3% to 140 in Fall 2014 from 103 in Fall 2013. Overall, the proportion of female staff remains virtually unchanged over the past year.

	TABLE 3: Separate *Comparison* Tables for Staff															
	Baseline: 2008-2009				2012-2013				2013-2014				2014-2015			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	239	26	58	181	373	34	76	297	387	33	107	280	334	31	87	247
American Indian or Alaska Native	2	0	2	0	3	0	2	1	4	0	2	2	4	0	2	2
Asian	64	7	22	42	67	6	28	39	78	7	32	46	68	6	27	41
Hispanic/Latino	22	2	9	13	32	3	9	23	36	3	12	24	40	4	16	24
White	349	39	122	227	491	44	183	308	532	46	194	338	483	44	168	315
Native American or other Pacific Islander					1	0	0	1	1	0		1	1	0		1
Two or more races					15	1	4	11	16	1	5	11	20	2	6	14
Did not self identify	229	25	82	147	97	9	30	67	103	9	33	70	140	12	49	91
Total	905		295	610	1079		332	747	1157		385	772	1090		355	735

Progress on Meeting Goals as Stated in Plan

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 and Equity continues to chart the direction of the office.

II.   Efforts to Increase Numerical Representation of Under-Represented Groups

Recruitment of Staff and Faculty

The Offices of Human Resources and Diversity and Equity 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 (upon request) 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.

Career Services

In 2014, a new Career Services Unit was launched within UMUC. This unit was designed to provide students with opportunities to gain mentoring, internships, and volunteer positions within professional settings. Historically, UMUC students have been identified as working adults looking to further their careers, however UMUC students have shared that they are also students looking for new careers or alternate career paths. Additionally, UMUC Students are often current or former military and the Career Services Unit will be able to assist these students with securing positions for their next careers.

Through job fairs with local corporations and government agencies, students from all backgrounds are afforded an opportunity to interview and present themselves to employers who can help to further their career aspirations. These job fairs occur both on UMUC campuses and UMUC recruiters regularly attend conferences and job fairs to reach out to individuals from under-represented populations who may be looking for employment with UMUC.

III. Creating Positive Interactions and Cultural Awareness

Addressing 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 2014, 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 36 paddlers (UMUC staff, students, alumni, and friends) competed in the 2014 National Harbor Dragon Boat Regatta, the 1st Carolina Beach Dragon Boat Festival, and the 2014 Philadelphia Dragon Boat Festival. UMUC also sponsored the UMUC Tigers Softball Team, comprised of 29 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. Additionally, in 2014, the University announced the launch of the UMUC Cycling Dragons. This cycling team will be a recreational activity for all members of the UMUC Community to participate it in and around the DC Metropolitan area.

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 – "Broto Roy's India: The Customs, Traditions, and culture of an Emerging Subcontinent" (Lecture)

- January – "King: A Filmed Record….Memphis to Montgomery" (Documentary)

- February – "Race Relations in America in the Era of President Obama" lecture by Bruce Jacobs (Lecture)

- March – "The Irish at Gettysburg" (Documentary)

- March – "Women in Maryland History: The Famous & Unsung" with Carolyn Stegman, PhD (Lecture)

- April – "What's Gotten into Us Staying Healthy in a Toxic World" with McKay Jenkins (Lecture)

- May – "Chief Koko and Mana Polynesia (Lecture/Performance)

- June – "Breaking Through" (Documentary)

- June – Ewabo Caribbean Calypso Band (Lecture and Performance)

- September – Alexandria Kleztet (Musical Performance)

- November – "Going Home: 25 Years of Repatriation Under the NMAI Act" (Viewing and Taped Lecture)

- December – "Pictures from a Hiroshima Schoolyard" a presentation by Shizumi Manali (Lecture)

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 (described below).

Diversity Courses Participation

Courses	# of Participants
Diversity Awareness	496
Disability Studies	297
Domestic Violence	464

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.

Cultural diversity programming and through instruction and training

Over the past year, the Diversity and Equity Office 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 programs and compliance with this requirement is tracked by the Diversity and Equity Office. The Sexual Harassment Prevention Training module was phased out over the past year to make room for updated training modules to account for new regulations and legislations. Prior to being phased out, participants in the Sexual Harassment Training included:

- Non-Supervisors – 93
- Faculty – 25
- Supervisors - 17

Over the past fiscal year, five (5) new training modules have been added (see below) to the suite of training programs to account for new legislation related to Title IX, unlawful harassment, and the SaVE Act.

Training Module	# of Participants
Preventing Discrimination and Sexual Violence: Title IX and SaVE Act for Faculty and Staff	66
Preventing Discrimination and Sexual Violence: Title IX and SaVE Act for Students	1
The Clery Act and Campus Security Authorities	65
Unlawful Harassment Prevention for Higher Education Faculty	2
Unlawful Harassment Prevention for Higher Education Staff	61

The Human Resources Office has also launched a new program to promote a culture of sensitivity and respect for all employees, entitled "Civil Treatment for Employees". This training is currently being delivered to all new UMUC employees and will soon be scheduled for all current UMUC staff and faculty. Additionally, the Diversity and Equity Office visits all New Hire Orientations to introduce the office and tell individuals how they can participate in diversity events and training programs. Over the past year **172** new hires have participated in the diversity sessions for new hires

Status Report on Campus-based Hate Crimes and Bias-motivated Incidents

Over the course of the past year, there have been no reported incidents of hate crimes or bias-motivated incidents 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. All members of the UMUC Community can contact the Ombuds Office to have confidential discussions regarding any concerns that they have or can work directly with the Fair Practice Officer. Further, the Response Emergency Assessment Crisis Team (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 comprised of leadership throughout the University including the President's Office, Office of Human Resources, the Diversity and Equity Office, Office of Student Affairs, Legal Affairs Office, the Accessibility Services Unit, and the Provost's Office.

IV. Status of Institutional Enhancement or Improvements to Programs of Cultural Diversity (if needed)

In an effort to ensure that staff, students, and faculty with mental, cognitive, or physical disabilities have access to the accommodations and technology that they may require, the accessibility services and accommodation protocols have recently been overhauled. Through collaboration with the ADA Compliance Officer, the Diversity and Equity Office, the Legal Affairs Office, and the Human Resources Office the procedures for requesting and securing an accommodation have been revised. The new procedures ensure that all privacy and documentation can be maintained and that supervisors and professors are kept abreast of the situation, as appropriate.

Further, the Director of Multicultural Training and Programming has been certified to deliver the Civil Treatment for Employees training in collaboration with the Human Resources Office. The presence of the director during these trainings allows all participants to get clarity around appropriate behaviors and actions that are expected for all UMUC employees. Additionally, the training provides details related to the Equal Employment Opportunity Protocols and Procedures.

CONCLUSIONS

During 2014, the Diversity and Equity Office has continued to develop new and exciting ways to support the culture for diversity across the University. Diversity is viewed as a competency that the Diversity and Equity Office can help to build and develop within all members of the UMUC community. It is no coincidence that diversity is viewed as both a skill to be learned, but also a core value to be nurtured. It is the goal of the University to identify talented individuals that strive to live, work, and learn alongside individuals from all backgrounds, cultures, and ethnicities.

At UMUC, we continue to explore ways to engrain diversity into the various programs and projects that are part of our ongoing strategic plans. As much as the University has changed and grown over the past few years, the commitment to diversity and cultural inclusivity remains unwavering.