TOPIC: Annual Progress Report: Institutional Programs of Cultural Diversity, 2015-2016

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: May 10, 2016

SUMMARY: Effective July 1, 2008, the Maryland General Assembly required each institution of postsecondary education to develop and implement a plan for a program of cultural diversity among its students, faculty, and staff. 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 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. Each year, each institution shall submit its plan through its governing body for review. By September 1, 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."

All institutions in the 2015-2016 report cycle are in compliance with the requirements of this statute.

This year, we have provided a substantially changed format for reporting in anticipation of the implementation of a new analytics approach to reporting over the next year. While the new tabular format assists in the summary of the many initiatives underway at our institutions, individual reports more comprehensively describe the extensive work our institutions are undertaking to achieve their goals of diversity and inclusion. Individual institutional reports may be accessed on the agenda for today's meeting at http://www.usmd.edu/regents/agendas/.

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 2015-2016 Institutional Programs of Cultural Diversity Progress Reports for submission to MHEC by September 1, 2016.

COMMITTEE RECOMMENDATION: Approval   DATE: May 10, 2016

BOARD ACTION: DATE:

SUBMITTED BY: Joann A. Boughman   301-445-1992   jboughman@usmd.edu

ANNUAL PROGRESS REPORT:
INSTITUTIONAL
PROGRAMS OF CULTURAL DIVERSITY
2015-2016

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 Center for Environmental Science (UMCES)
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 10, 2016

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USM
Annual Progress Report: Institutional Programs of Cultural Diversity, 2015-2016

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Background

In 2008, the Maryland General Assembly required higher education institutions to develop, implement, and submit a plan for a program of cultural diversity to the Maryland Higher Education Commission (MHEC) by September 1 of each year. 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 2015-2016 progress report provides a brief summary of institutional examples of the more detailed institutional progress reports with demographic and participation data on students, faculty, and staff posted on the USM web site. UMCES will present its diversity plan with goals and timeline in the 2016-2017 cycle, as it only recently received approval to grant degrees.

The other eleven institutions have stated goals with focused implementation strategies for achieving diversity among its students, faculty, and staff offering appropriate and ongoing support programs and services and curricular and co-curricular activities. UMCP, UMUC, and TU have chief diversity officers, while BSU, CSU, FSU, SU, UB, UMB, UMBC, and UMES use decentralized approaches to their diversity initiatives consistent with the scale of institutional resources. All institutions provide a range of instruction and training for students, faculty, and staff to promote and sustain cultural competency and a welcoming and inclusive institution climate that fosters positive interaction across the institution. With respect to the recruitment and selection of a diverse faculty and staff, all institutions offer some appropriate form of training to reduce bias and reasonably ensure a diverse pool of applicants for those who serve on search committees, but the institutions recognize their challenges in diversifying the faculty.

All institutions in the 2015-2016 report cycle are in compliance with the requirements of this statute.

This year, we have provided a substantially changed format for reporting in anticipation of the implementation of a new analytics approach to reporting over the next year. While the new tabular format assists in the summary of the many initiatives underway at our institutions, individual reports more comprehensively describe the extensive work our institutions are undertaking to achieve their goals of diversity and inclusion.

Provided in the following four tables are examples of ongoing institutional efforts.

Table 1
Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within Plan

Each institution has provided assurances of their commitment to cultural diversity among students, faculty, and staff with recognized challenges in the recruitment and retention of underrepresented faculty, with UMUC having some success, but UMCP demonstrating a decrease in underrepresented faculty retention. Institutions have goals around the improvement of success of underrepresented student groups and articulate plans for curricular and marketing changes to address the gaps. There is clear recognition of the need to improve the campus climate around inclusiveness. Some HBCUs focus on recruitment of non-African American students.

Examples of success: CSU has increased graduation rate by 4%, while FSU and SU have increased minority student enrollment by greater than 50% since the baseline year.

2015–2016 USM Annual Report on Institutional Programs of Cultural Diversity
TABLE 1
Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within Plan
SUMMARY OF ALL USM INSTITUTIONS

	A	B	C	D	E	F	G
	Approved Diversity Plan	**Goals and Timetable**	**Implementation Strategies**	**Areas of Emphasis/Targeted Services for Specific Populations**	**Evaluation of Program**	**Goal Progress Compared to Base Year: 2009–2010**	**Areas of Needed Improvement**
BSU	Yes	**5 Ongoing goals:** **FOCUS:** –Recruit, retain, and graduate a diverse student body –Recruit, hire, and retain faculty, staff, and administrators from diverse backgrounds	–Expand the scope of recruitment activities to include underrepresented (race/ethnic) undergraduates –Expand the scope of recruitment activities for faculty, staff, and administrators to include resources linked to the discipline and/or the profession	–Recruit, retain, and graduate a more diverse undergraduate student body –Recruitment and retention of a more diverse employee population –Ensure a welcoming and respectful work and learning environment	Annual	–Increase the proportion of non-African American students by 1% annually –Increase the proportion of non-African-American employees by 2 percentage points by 2018	–On track to meet goal –On track to meet goal
CSU	Yes	**5 Ongoing goals:** **FOCUS:** –Increase college completion rates –Emphasize special programs and services to support student success	–Continue support for First–Year Experience for freshmen and sophomores –Use technology for more efficient assessment systems	–Emphasis on cohort services, academic, and support programming for retention and graduation	Annual	–Graduation rate improved from 14% to 18%	–Better use of best practices –Sustained funding of initiatives –Upgrade PeopleSoft business solutions
FSU	Yes	**5 Ongoing goals:** **FOCUS:** –Recruit, retain, and graduate minority students –Enhance cultural diversity of faculty and staff	–Target marketing to underrepresented students –Streamline hiring process for African American faculty and staff	–Recruit and enroll underrepresented students –Recruit and retain more diverse faculty and staff	Annual	–54.9% increase in minority student enrollment from fall 2009–fall 2015 –Minority faculty and staff static fall 2009–fall 2015	–Develop assessment plan for comprehensive evaluation of institutional effectiveness in meeting diversity goals

2015–2016 USM Annual Report on Institutional Programs of Cultural Diversity

TABLE 1

Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within Plan

	A	B	C	D	E	F	G
	Approved Diversity Plan	Goals and Timetable	Implementation Strategies	Areas of Emphasis/Targeted Services for Specific Populations	Evaluation of Program	Goal Progress Compared to Base Year: 2009–2010	Areas of Needed Improvement
SU	Yes	**3** Ongoing goals: **FOCUS:** –Educate students for campus, career, and life –Academic programming	–Create an engaged global learning environment in which all students develop international and cross-cultural skills and an enhanced global consciousness in order to thrive as professionals, citizens, and individuals –Increase the diversity of students, faculty, and staff	–Support curricular innovation to meet changing individual, societal, workforce needs –Ensure undergraduates have opportunities to participate in enriching experiences outside the classroom that will promote engaged citizenship	Annual	–From base year 2009-2010, 50.2% increase in minority undergraduate student enrollment and 63.0% increase in minority graduate student enrollment	–Continue efforts to recruit a group of students who more closely reflect the diversity present at the state level
TU	Yes	**5** Ongoing goals: **FOCUS:** –Recruit and retain underrepresented student populations –Enhance recruitment and retention of underrepresented faculty and staff	–Center for Student Diversity efforts to support students from diverse backgrounds –Enrollment Management working closely with community partners to bring students from targeted schools to campus for visits –Academic and Student Affairs units provide support to students	–Foster campus climate for underrepresented populations –Public schools in Baltimore City, Baltimore County, Prince George's County, and on the Eastern Shore –First generation, low income students from underrepresented populations	Annual	–Fall 2014-Fall 2015 5% increase in students from underrepresented populations	–Additional cultural competency programming under development –Added bilingual recruiter in enrollment management
UB	Yes	**3** Ongoing goals: **FOCUS:** –Increase veterans, immigrants, Hispanic, and Asians students	–Add dedicated personnel for veterans –Expand outreach for city's and region's Hispanic and Asian populations –LSAT Award Program to help underrepresented students prepare for the LSAT	–Hispanics –Increase diversity of students in Law School and international students	Annual	–Hispanic students doubled from 2.4% in 2011 to 5.5% in 2015 –Increase in minority students from 16% in 2007 to 28% in 2015	–Need campus climate survey –Continue to refine and enhance culture and diversity visibility –Secure permanent positions to expand recruitment and retention

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	Approved Diversity Plan	**Goals and Timetable**	**Implementation Strategies**	**Areas of Emphasis/Targeted Services for Specific Populations**	**Evaluation of Program**	**Goal Progress Compared to Base Year: 2009–2010**	**Areas of Needed Improvement**
UMB	Yes	**3** Ongoing goals: **FOCUS**: –Promote commitment to diversity and inclusion –Enhance environment to ensure D&I –Promote cultural competence for faculty, staff, and students	–Establish diversity and inclusion distinguished fellow to develop and operationalize novel Diversity Advisory Council initiatives –Offer cultural competency training program for faculty and staff	–Entire university community inclusive of senior administrators, faculty, and staff	Annual	–Candidates for distinguished fellow being interviewed –Climate survey underway –Ongoing efforts to diversify faculty	–Faculty diversity in several UMB's schools –Faculty and staff training in cultural competency will continue to be focus in next UMB strategic plan
UMBC	Yes	**4** Ongoing goals: **FOCUS**: –Ensure access to educational and employment opportunities for a diverse student, faculty, and staff population –Provide conditions for personal success and culture of safety, inclusion, and respect	–Increase representation of underrepresented minority students from Baltimore County and Baltimore City	–Interfolio: An online faculty search software that assists in improving faculty diversity recruitment efforts –Faculty Search Committee Implicit Bias Training –UMBC–STRIDE: Committee on Strategies and Tactics for Recruiting to Improve Diversity and Excellence	Annual	–Center for Women in Technology served 99 scholars – up from 83 scholars in 2014 (68% are women, compared to 53% women last year) –Meyerhoff Graduate Fellows Program underrepresented student enrollment has grown from 76 students in 2014 to 81 students in 2015	–Nominations for and applications from Baltimore County and Baltimore City students

Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within Plan
SUMMARY OF ALL USM INSTITUTIONS

	A	B	C	D	E	F	G
	Approved Diversity Plan	**Goals and Timetable**	**Implementation Strategies**	**Areas of Emphasis/Targeted Services for Specific Populations**	**Evaluation of Program**	**Goal Progress Compared to Base Year: 2009–2010**	**Areas of Needed Improvement**
UMCP	Yes	**13** Ongoing goals: **FOCUS:** –Recruit and retain diverse faculty and staff –Recruit, retain, and graduate diverse student body	–Family–friendly policies –Networks for women and faculty of color –Outreach and pipeline programs for students	–Recruit and retain diverse faculty –Recruit, retain, and graduate diverse student body	Annual	–Decreased %age of T/T-T Black faculty from 4.8% to 4.1% –Increased %age of T/T-T Hispanic faculty from 3.3% to 3.8% –Percentage of T/T-T women increased from 31% to 32%	–Continued attention to support for retention and promotion and to build departmental cultures of inclusion –Aggressive focus on hiring Black faculty –Continue to aggressively recruit underrepresented minority undergraduates and graduates
UMES	Yes	**3** Ongoing goals: **FOCUS:** –Access for non-African American students –Building and maintaining a diverse faculty and staff	–Using recruiting sources geared toward a diverse applicant pool –Encourage current staff members to network with friends and family to apply for open positions for which they qualify	–Recruit and retain diverse students, faculty, and staff –Retention of non-African American administrators	Annual	–Increased number of new non-African American students entering as freshmen and transfers by 11% –Increased first-year retention rate for non-African American students by 5 percentage points –Increased non–African American FT administrators from 11 to 28	None cited
UMUC	Yes	**5** Ongoing goals: **FOCUS:** –Increase # of underrepresented groups –Offer regular diversity training and programs to faculty and staff –Maintain formal institutional diversity communication and marketing plan	–Expanded external marketing to reach underrepresented populations –Multicultural training unit has added an assistant director –Added online database for those outside DC Metro area –Monthly heritage and cultural events are offered to students, faculty, and staff	–Students, faculty, and staff –Provide workshops	Annual	–African-American faculty has increased by 9% –Diversity training has expanded to six face-to-face workshops and five online modules	None cited
UMCES	The University of Maryland Center for Environmental Science recently received accreditation to grant degrees. Therefore, it is in the process of developing a Plan for its Programs of Cultural Diversity. UMCES will submit its Plan to the Board of Regents for approval with the 2016–2017 report on Programs of Cultural Diversity.						

Table 2
Description of Way Institution Addresses Cultural Diversity among its Students, Faculty, and Staff

It is woefully inadequate to use only this tabular format to summarize the vast array of programs in which institutions are engaged to promote cultural diversity, but while we transition to the use of the analytics approach to measure success of interventions, institutions have responded by listing some of their most important methods for recruitment and retention, cultural sensitivity training, administrative processes and structures, and targeted programs.

Some institutions utilized cultural climate surveys and many have a wide variety of courses available for students. The larger institutions have specific diversity offices or officers, while others (most specifically UMBC) have integrated the diversity and inclusion processes and activities across all sectors of the Institution. Human Resources and Student Affairs are primary resources for all institutions in their development and implementation of programs.

Every institution is making concerted efforts to improve the cultural sensitivity of faculty, staff, and students, and the initiation of the System-wide Diversity Council will help us demonstrate best practices to share across institutions. The PROMISE program (a joint venture between UMBC, UMCP, and UMB) stands out as a success in recruiting and retaining underrepresented minorities in graduate programs, especially in STEM areas of concentration.

While the USM should be proud of its focus on these issues, much work remains in both the assessment of the success of individual programs and the broader adoption of interventions that have proven successful.

	2015–2016 USM Annual Report on Institutional Programs of Cultural Diversity TABLE 2 *Description of Way Institution Addresses Cultural Diversity Among Its Students, Faculty, and Staff* SUMMARY OF ALL USM INSTITUTION				
	A	**B**	**C**	**D**	**E**
	Recruitment and Retention of Underrepresented Students, Faculty and Staff	**Creates Positive Cultural Interaction and Awareness among Students, Faculty, and Staff**	**Uses Cultural Sensitivity Instructions for Training for Students, Faculty and Staff**	**Uses Administrative Structures, Offices, Councils, and Diversity Officers**	**Uses Targeted Programs and Services to Achieve Cultural Diversity Goals**
BSU	–Enrollment Management Plan establishes enrollment targets for various student groups –Admission's Office has the primary responsibility for recruiting a diverse new (first-time to college and transfer) student population –Academic departments and college deans have the primary responsibility of attracting a diverse pool of qualified faculty in accordance with Human Resource guidelines	–Several academic departments have secured grant funding to promote diversity in the workforce –Co-curricular activities focusing on cultural diversity are provided each term –Student Affairs Division continues to support a wide variety of student groups	–Student leaders participate in leadership development programs that include a cultural diversity component –Several academic programs have cultural diversity incorporated directly into the curriculum	–The Equity Compliance Office is responsible for addressing issues related to discrimination, harassment and other equity issues –Human Resources provides new employee orientation which includes diversity training –Cultural diversity training is also offered to continuing employees on a periodic basis	–Programming and training are targeted to all full-time faculty and staff. All students are encouraged to participate in co-curricular programming
CSU	–Student Academic Success Academy for incoming freshmen –First Year Experience -- incoming freshmen, sophomores, juniors, seniors –Freshmen Male Initiative - incoming freshmen	–Counseling Center for Student Development conducts workshops, individual counseling, and programming for international students and faculty	–Customer service training, included sensitivity for race, ethnicity, sex, sexual orientation, etc. –HR workshops on sexual harassment and on other topics as needed	–Human Resources –Curriculum Policy and Standards Committee –Graduate Council	–Programs listed in Column A
FSU	–Partnering with other institutions to increase recruitment and retention of underrepresented minorities enrolled in graduate school –Requiring search committees for faculty and staff to assign a member to the committee to ensure that minority outreach is a priority	–Establishing and offering Crisis–Response Conversations for students, faculty, and staff	–Courses from African American Studies Program –Diversity Retreat each fall for students –PROMISE Workshop for enhancing faculty understanding of diversity in doctoral and postdoc education	–Center for International Education –The President's Leadership Circle –Retention Committee –Advisory Council on Retention	–Disability Support Services to support through graduation –Review policies and procedures to increase retention –Apply Predictive Analytics Reporting

	2015–2016 USM Annual Report on Institutional Programs of Cultural Diversity **TABLE 2** *Description of Way Institution Addresses Cultural Diversity Among Its Students, Faculty, and Staff* **SUMMARY OF ALL USM INSTITUTION**				
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	Recruitment and Retention of Underrepresented Students, Faculty and Staff	**Creates Positive Cultural Interaction and Awareness among Students, Faculty, and Staff**	**Uses Cultural Sensitivity Instructions for Training for Students, Faculty and Staff**	**Uses Administrative Structures, Offices, Councils, and Diversity Officers**	**Uses Targeted Programs and Services to Achieve Cultural Diversity Goals**
SU	–Partner with several college access groups that assist diverse students with the college process; admission and scholarships are available to those students that meet the criteria	–Curricular initiatives that promote cultural diversity in classroom –Co-curricular programs and events for students	–Variety of efforts that use cultural sensitivity instruction and training for students, faculty, and staff	– Administrative Units: • Multicultural Student Services (Student Affairs) – School-Level Structures: • Fulton School's Fulton Public Humanities Initiative	–Educate students for campus, career, and life • General Education Review Steering Committee • Enrollment Master Plan • Center for Student Achievement • Living Learning Communities • Math placement initiatives • Mid-semester reporting and advising initiatives • Office of Student Disability Support Services • TRiO ACHIEVE Student Support Services • Writing Center • English Language Institute
TU	–College Readiness Outreach Program recruitment pipeline to increase college enrollment among first generation, low-income, Baltimore City public high school students –Encourage retention by creating an inclusive and supportive environment for LGBTQIA students –Employment manager created Staff Employment Diversity Taskforce –Vacancy announcements for faculty and librarian positions are reviewed prior to posting to ensure equity	–Integrate a college prep curriculum for underrepresented populations within Baltimore City Schools	–Interview pool is reviewed and approved by Vice Provost and Assistant to the President for Diversity –Where diversity is lacking, additional outreach/review may be required	–The Office of Diversity and Equal Opportunity, Center for Student Diversity, Baltimore City public high schools –Office of Human Resources: –Office of the Provost, Office of Diversity & Equal Opportunity	–3 schools identified for a college readiness curriculum to ninth grade students –Established taskforce to engage hiring managers as advocates for diverse and inclusive search processes –Will continue to implement outreach efforts in order to diversity source

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UB	–Recruiter position with a dedicated focus on Hispanic students –Two-week summer program to help underrepresented students develop academic skills needed in Law School –Fannie Angelo's Program selects eight Baltimore Scholars from HBCU's to attend the UB School of Law with full tuition as well as LSAT Award Program (LSAT prep) –Safe Space Program for LGBTQIA student	–Diversity Dialogue Series –Holidays Around the World Program –Student Affairs launched the Transgender Issues Work Group which includes faculty, staff and students from across the university	–Support for LGBTQIA students –Safe Space Ally Training that program seeks to establish a viable network of UB Allies –Title IX training for all faculty, staff, and students	–President's Office –Division of Student Affairs –Career and Professional Development Center –Diversity and Culture Center –BMALE Program –Enrollment –HR in all four colleges	–Strategic plan overall leadership –Diversity and Culture Center (all students) –Student with disabilities –Veterans Center –Targeted admissions and retention initiatives –Curricula and targeted programming and MOUs –Faculty and staff recruitment
UMB	–Used as an annual assessment of where the University should focus its minority/gender recruitment efforts for faculty and staff –School of Medicine uses information from the American Medical Colleges for its availability pool and compared to the general population of available faculty	–President's Symposium and White Paper Project focusing on cultural competence in 2015-2016	–Safe Space Training Workshop on how to be supportive of LGBTQ –Student Affairs staff training –American Sign Language training	–President's Diversity Advisory Council –Office of Accountability and Compliance –Diversity and Anti-Oppression Committee	–The Graduate School is part of the tri–campus PROMISE grant, intended to increase significantly the number of minority (Black, Hispanic, American Indian) students receiving doctoral degrees in STEM
UMBC	–Returning Women Students Scholars + Affiliates Program –Transfer Student Alliance Program: For students attending one of five major feeder community colleges (CCBC, AACC, MC, HC and PGCC) who will be earning the associates degree and transferring to UMBC to complete the baccalaureate degree –Postdoctoral Fellows for Faculty Diversity	–The scholarship program provided approximately $54,000 in financial aid to students throughout 2015-16. –Women's Center provides support to affiliates of the program who are provided the same benefits of the scholarship program to include semester orientations, 1-1support, and monthly workshops	–Women's Center staff works with other offices to advocate for the unique needs and experiences of nontraditional students and student parents	–Women's Center partners with Office of Institutional Advancement, scholarships and financial aid, admissions, Student Business Services, and academic advising to support students	–Non–traditional undergraduate women over the age of 25 (many student parents) –Postdoctoral Fellows: A two-year program to support promising recent Ph.D. recipients committed to diversity in the academy and prepares them for possible tenure-track appointments at UMBC

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UMCP	–Incentive Awards Program supports recruitment/retention of economically disadvantaged students from Baltimore City and Prince George's County –NSF-funded ADVANCE Program focuses on retention and advancement of women and faculty of color using peer networks, data collection and policy initiatives –Equity administrators support and monitor faculty/staff to ensure diverse candidate pools and fair, inclusive equitable search and selection processes	–Multicultural Involvement and Community Advocacy work with more than 100 cultural student organizations –Celebration of history/heritage theme months –LGBT Equity Center –Rise Above Isms –Mini-Grants of up to $750 for student organizations to develop programs that foster exploration of identity and dialogue across difference	–Diversity and inclusion training with faculty, staff and students, including sessions with deans and department chairs on creating inclusive departments and implicit bias –Office of Civil Rights and Sexual Misconduct training on Title IX and sexual misconduct with staff and faculty –Intergroup Dialogues engage students in difficult dialogues D&I	–Chief Diversity Officer and the Office of Diversity & Inclusion –Diversity Advisory Council –4 President's Commissions on Disability Issues, Ethnic Minority Issues, LGBT	See list of programs in Column A
UMES	–Participation in Northern NJ Hispanic Fair, National Hispanic College Fair, Eastern Shore Youth Summit and College Fair for foster youth. –The School of Pharmacy and Health Professions leverages relationships of current faculty and staff to recruit new faculty and staff in the region and nation.	Infusion of cultural themes into instruction. To date, the more than 40 general education and discipline-related courses have provided students with opportunities to learn about and develop an appreciation for cultural diversity, diverse cultures and international perspectives.	–Safe Zone Training provided by the Counseling Center and the Office of Residence Life to train staff members on issue concerning the LBGTQ community	–Title IX coordinator and Acting Equity and Compliance Officer	–Latino Student United is designed to provide increased mentoring and support

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UMUC	–Diversity linked job postings	–All postings include references and information related to UMUC's EEO policy and Diversity and Equity Office –Variety of publications used	–Sample provided to interviewers upon request	–Includes Diversity and Equity Office, Human Resources, and the Marketing Office	–Diversity linked job postings are posted in Indeed.com, Simply Hired, and Ad hoc postings –Sourcing, LinkedIn, Washington Post
UMCES	The University of Maryland Center for Environmental Science recently received accreditation to grant degrees. Therefore, it is in the process of developing a Plan for its Programs of Cultural Diversity. UMCES will submit its Plan to the Board of Regents for approval with the 2016–2017 report on Programs of Cultural Diversity.				

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Table 3
Efforts to Create Positive Interactions and Awareness among Students, Faculty, and Staff

This table very briefly summarizes the many programs, courses, and areas of focus in which institutions are engaged in to improve the diversity of faculty, staff, and students, as well as to bring awareness of the importance of these issues to the forefront in our institutions.

Some institutions have had retreats for various groups, and through the year, we will review the success and impact of those discussions to determine the possible adoption of successes by other institutions.

2015–2016 USM Annual Report on Institutional Programs of Cultural Diversity
TABLE 3
Efforts to Create Positive Interactions and Awareness Among Students, Faculty, and Staff
SUMMARY OF ALL USM INSTITUTIONS

Institution	A Provides Cultural Diversity Instruction & Training of Student, Faculty, and Staff	B Provides Curricular Initiatives that Promote Cultural Diversity in the Classroom	C Provides Co–Curricular Programs and Events for Students
BSU	–The Office of Equal Employment Opportunity Programs is charged with ensuring compliance with the University's Affirmative Action Plan; Title IX, 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 –Instructional strategies for infusing cultural diversity in the curriculum are presented at fall and spring Faculty Institutes	–The Psychology Department, Social Work programs, College of Education, and Department of Counseling have developed and implemented plans for preparing students for leadership in a global community, group projects and research, curricular that encompasses cultural competency, and support for special education teachers	–*Cultural Organizations*: African Student Association, United Caribbean Association, La Familia Espagnola, and Muslim Student Association –*LGBTQ Organization:* Eyes Wide Shut
CSU	–The Counseling Center for Student Development conducts workshops annually for students, faculty, and staff. Individual counseling is also provided for international students to help with assimilation and understanding of cultural issues –Human Resources conducts annual workshops to faculty and staff on customer service; helps with retention, and understanding a myriad of diversity issues	–Curriculum Policy and Standards Committee - Reviews existing and approves new academic programs to ensure that diversity is in each course offering.	– Institution-Wide Lecture Series and Brown Bag Seminars by department
FSU	–National Coalition Building Institute training: Offered by the NCBI and the Diversity Center for students, faculty, and staff. Students trained through the NCBI Institute will join faculty and staff as facilitators of the NCBI-Introductory Diversity Workshop required for all freshman students in mandatory freshmen orientation course	–Introduction to Higher Education is a required orientation course for all freshmen. Students must participate in university programs. While some programs are required, students can choose from a variety of options offered, including: • The National Coalition Building Institute Introductory Workshop, which promotes diversity education, understanding and awareness of intercultural differences; Relating, Dating and Communicating; Speak Up!: students can share their thoughts on different scenarios in which bystander intervention has the potential to mitigate incidences of sexual violence	–Diversity Retreat: A weekend-long retreat event held by the Diversity Center and financially supported by the Black Student Alliance. It has as a center piece a full-day, "Building Community through Deeper Connections Diversity Workshop"

2015–2016 USM Annual Report on Institutional Programs of Cultural Diversity
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SUMMARY OF ALL USM INSTITUTIONS

Institution	A	B	C
	Provides Cultural Diversity Instruction & Training of Student, Faculty, and Staff	**Provides Curricular Initiatives that Promote Cultural Diversity in the Classroom**	**Provides Co–Curricular Programs and Events for Students**
SU	–Through the Office of Institutional Equity, the following programs were offered to faculty, staff, and students: • Maryland Coalition Against Sexual Assault's Eastern Shore Regional Training: daylong training focused on sexual violence prevention and response on campus, particularly, survivor–centered responses to reports of sexual violence. • Exploring the Needs of LGBTQ Students: Concepts and Considerations: webinar exploring some of the needs facing our LGBTQ+ students and addressing important skills needed to create a safe, welcoming, and inclusive environment for all students	**Fulton School of Liberal Arts**: –History: new faculty hires with expertise in African history, South Asian history and East Asian history –Anthropology: track and minor offering –Interdisciplinary Studies: creation of one credit, pass–fail topics course entitled "Interrogating Inequality" attracted 50+ students –Psychology: diverse faculty hire with expertise in the growing field of Multicultural Psychology –Modern Foreign Languages: The course "Spanish for Heritage Speakers" has been designed to improve the writing and speaking skills of our Latino/Hispanic students on campus	–African American History Month: planned collaborative effort between Multicultural Student Services and departments of English and history. Planning meetings are held to identify programs and activities that are in line with the national theme –Enlightened Perspective Series: regular series that brings diverse topics to campus for discussion. Presenters are leading scholars in their field. Salisbury University Alumni with terminal degrees are utilized when possible
TU	–UG Core Curriculum requirements mandate that students successfully complete a course in Diversity and Difference. –Speak Up! Program, administered by the Office of Diversity & Equal Opportunity (ODEO); ODEO supports TU's diversity and inclusion initiatives. Participation in Speak Up! workshops provides members of the campus community with the tools necessary to challenge everyday bigotry. –President's Leadership Institute –Staff, ODEO, Goal– Heighten awareness and appreciation for equity, diversity and inclusion and the role that institutional leaders play in assisting TU to actualize the university's diversity mission and vision	–Wide array of courses in each college in which students: --"discuss some of the ways in which group distinctiveness is defined in social context" --"demonstrate understanding of a perspective other than their own" --"present and respond to a position with which they differ in a fair and balanced argument" --"define at a general level some of the challenges and opportunities presented by the existence of diversity and difference" and --"articulate their own outlook in relation to the topics discussed and to make explicit their associated beliefs and assumptions"	–Speak Up! Program: 263 faculty, staff, and students participated in Speak Up! workshops in 2015. Train-the-trainer sessions were offered. 95% of Speak Up! participants (243 completed evaluations) recognized the impact of not speaking up and reported gaining the skills to be able to effectively address bigotry. –President's Leadership Institute - Staff, ODEO, 20 staff members participated in five programs including taking the Intercultural Development Inventory that places an individual on a continuum scale of cultural competency and provides a plan to advance to the next level of competency

2015–2016 USM Annual Report on Institutional Programs of Cultural Diversity
TABLE 3
Efforts to Create Positive Interactions and Awareness Among Students, Faculty, and Staff
SUMMARY OF ALL USM INSTITUTIONS

Institution	A Provides Cultural Diversity Instruction & Training of Student, Faculty, and Staff	B Provides Curricular Initiatives that Promote Cultural Diversity in the Classroom	C Provides Co–Curricular Programs and Events for Students
UB	–All new Student Affairs staff complete online tutorials to better assist students with disabilities, veteran and military students and students who may be in mental distress.	–Over 100 courses that address diversity and culture in all four of the colleges and General Education; of note is the Common Read chosen for all sections of the Sophomore Seminar "The Immortal Life of Henrietta Lacks"	–MFA Reading Series brings a diverse array of writers to campus –Division of Legal, Ethical, and Historical Studies exhibit on "The Baltimore Cultural Arts Program, 1964-1993"
UMB	–Safe Space Training, ongoing throughout the year –American Sign Language, ongoing throughout the year. –Taboo Topics: An ongoing conversation about race, ethnicity and culture, ongoing throughout the year –Student Affairs Staff Diversity and Inclusion Training, ongoing throughout the year	–Freddie Gray's Baltimore: Past, Present, and Moving Forward –Civil Rights with Persons with Disabilities Clinic –Health and International Human Rights Seminar	–Co–curricular programs and events for students such as: --The President's Symposium & White Paper Project: Olivia Carter–Pokras, Ph.D., 9/2015 --Aquí Se Habla Español: Language as the Primary Cultural Expression of Latinidad with Frances Ramos–Fontan, 9/2015
UMBC	–Women's Center trainings and workshops –Two part Diversity Workshop each summer for incoming students with expert/consultant	–Offer *Race, Science, and Society* course each summer for incoming students	–Women's Center offers various workshops and trainings throughout the year. Workshops and trainings, which are generally created for a student audience, can be tailored to meet the needs of faculty and staff. Relevant workshop topics include micro-aggressions and supporting diverse survivors of sexual violence –The Supporting Survivors of Sexual Violence: Cultivating a Survivor-Responsive Campus workshops offered to faculty and staff specifically 4 times a year or by request for students it is offered twice a year and by request –Seminar Series with speakers from diverse population and/or work to increase diversity within STEM

2015–2016 USM Annual Report on Institutional Programs of Cultural Diversity
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SUMMARY OF ALL USM INSTITUTIONS

Institution	A **Provides Cultural Diversity Instruction & Training of Student, Faculty, and Staff**	B **Provides Curricular Initiatives that Promote Cultural Diversity in the Classroom**	C **Provides Co–Curricular Programs and Events for Students**
UMCP	–Office of Diversity & Inclusion training with faculty, staff and students, including sessions with Deans and Department Chairs on Creating Inclusive Departments and Implicit Bias –Office of Civil Rights and Sexual Misconduct training on Title IX and sexual misconduct with staff, faculty and students	–General Education Diversity Requirement of 2 courses and at least 4 Units –Teaching and Learning Transformation Center's inclusive teaching workshops with faculty and graduate assistants	–Multicultural Involvement and Community Advocacy, including work with more than 100 cultural student organizations and celebration of history/heritage theme months –LGBT Equity Center including intersectional programming that addresses LGBT students of color
UMES	–Human Resources provides training on topics such as anger management, conflict resolution, workplace civility, sexual harassment and misconduct and effective leadership strategies for staff and supervisors.	–There has been an increase in the number of courses focused on African American culture. African American Literature has been split into two courses; thus, allowing for greater breadth and depth of study. Additionally, two elective courses that focus on African American culture are offered: African American Cinema and African American Theater	–The Office of University Engagement & Lifelong Learning organizes programming and service learning opportunities so students can engage in the community all while developing leadership skills
UMUC	–Diversity Awareness minor	–The minor is offered as part of the behavioral sciences curriculum offered by the undergraduate school. Students learn about diversity in the community, corporate structure, and its impact on their day-to-day lives	–Diversity Awareness minor and courses
UMCES	The University of Maryland Center for Environmental Science recently received accreditation to grant degrees. Therefore, it is in the process of developing a Plan for its Programs of Cultural Diversity. UMCES will submit its Plan to the Board of Regents for approval with the 2016–2017 report on Programs of Cultural Diversity.		

Table 4
Institution has a Process for Reporting Institution-Based Hate Crimes

Eleven of 12 institutions have a process for reporting institution-based hate crimes. UMCES will report in the 2016-2017 cycle.

2015–2016 USM Annual Report on Institutional Programs of Cultural Diversity
TABLE 4
Institution has a Process for Reporting Campus–Based Hate Crimes
SUMMARY OF ALL USM INSTITUTIONS
11 of 12 institutions have a process for reporting campus-based hate crimes.   The **University of Maryland Center for Environmental Science** recently received accreditation to grant degrees. Therefore, it is in the process of developing its Plan for Programs of Cultural Diversity. UMCES will submit its Plan to the Board of Regents for approval with the 2016-2017 report on Programs of Cultural Diversity

BOWIE STATE UNIVERSITY

Bowie State University
FY 2015 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 (Table 1)

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 offices of 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. Below are the overarching goals for cultural diversity. Metrics for each are described in detail in Table 1.

1. Infuse international and diversity awareness in the curriculum (Academic Affairs)
2. Expand co-curricular programs that promote diversity awareness (Student Affairs)
3. Recruit, retain and graduate a diverse student body (Academic Affairs)
4. Recruit, hire and retain faculty, staff and administrators from diverse backgrounds (Administration and Finance and Executive Vice President and General Counsel)
5. Maintain a campus climate that respects and values diversity (Cabinet)

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 and subsequent surveys indicate that faculty, staff and students agree that the University values diversity.

Approaches to Addressing Cultural Diversity Among its Students, Faculty, and Staff (Table 2)

Students
The 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 by a 1.0% annually. Between fall 2014 and fall 2015, the percentage of non-African-American students increased from 17 percent to 18 percent. The non-African-American undergraduate student population grew from 13 to 14 percent. The non-African-American graduate student population grew from 30 percent to 34 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.

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. In fall 2014, 20 percent of full-time staff were non-African-American. This percentage has been fairly consistent since 2008. During FY 2015, the University hired 38 contractual and regular employees. This percentage included 29% of employees from diverse backgrounds.

The Office of Human Resources continued diversity training for the Office of Residential Life. 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 implemented its 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 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. To ensure affirmative action and equal opportunity compliance, the OEEOP continued interview training for staff and faculty search committees regarding the purpose and process for structured interviewing. The OEEOP increased comprehensive EEO Compliance Course training for supervisors and other employees, addressing harassment, discrimination and retaliation as well as 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. Seventy percent of the fall 2015 full-time faculty were African-American.

Efforts to Create Positive Interactions and Awareness Among Students Faculty and Staff (Table 3)

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 efforts BSU employs to create a welcoming campus climate. Bowie State University offers many courses and academic programs that support cultural diversity. These courses and programs were described in detail in Table 3. 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.

In addition to curricular content, a number of departments support student associations whose missions are to create and promote a deeper understanding of cultural diversity. Table 3 provides a few examples of international awareness.

A number of units on campus offer programming to increase cultural awareness including the Center for Global Engagement, the Office of International Programs, the International Student Office, the Gender and Sexual Diversities Resource Center, the Counseling Services Center and Disabled Student Services office.

A number of programs in the Student Affairs Division are offered annually to promote cultural diversity. Recognized student organizations at Bowie State University reflect the diverse nature of our student body. These organizations include: cultural organizations, LGBTQ organizations, religious organizations, women's organizations and men's organizations. Additionally, a number of student-focused events are held on campus to promote cultural diversity.

Process for Reporting Campus-Based Hate Crimes (Table 4)

Bowie State's campus police investigate the potential criminal aspect of hate crimes. The Cleary Act report describes in detail campus police processes for hate crime and other related activities.
http://www.bowiestate.edu/files/resources/clery-2014-2015-final-report-3.pdf

The Equity Compliance Office (EEO and Title IX) investigates potential internal policy violations. Further detail can be found at http://www.bowiestate.edu/about/admin-and-governance/adminfin/human-resources/equal-employment-opportunity/.

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. The combination of these activities uphold Bowie State University as an institution that has a welcoming climate for diversity.

Demographic Data:

Students

	Baseline: 2008-2009				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	4835	88%	1696	3139	4747	85%	1739	3308	4751	83%	1752	2999	4432	82%	1641	2791
American Indian or Alaska Native	17	0%	4	13	7	0%	4	3	6	0%	4	2	5	0%	2	3
Asian	91	2%	26	65	92	2%	40	52	81	1%	29	52	75	1%	30	45
Hispanic/Latino	95	2%	34	61	144	3%	46	98	147	3%	53	94	155	3%	57	98
White	266	5%	80	186	201	4%	50	151	201	4%	56	145	199	4%	50	149
Native American or other Pacific Islander	0	0%	0	0	7	0%	0	7	9	0%	0	9	8	0%	0	8
Two or more races	0	0%	0	0	141	3%	45	96	168	3%	48	120	184	3%	135	126
Unknown/Foreign	179	3%	70	109	222	4%	102	120	332	6%	168	164	372	7%	101	194
Total	5483	100%	1910	3573	5561	100%	2026	3835	5695	100%	2110	3585	5430	100%	2016	3414

Source: EIS

Full-time Instructional Faculty

	Baseline: 2008-2009				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	147	67%	69	78	164	72%	74	90	161	72%	74	87	154	70%	67	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	4%	7	3	13	6%	7	6	13	6%	9	4
Hispanic/Latino	12	5%	9	3	10	4%	6	4	10	4%	6	4	10	5%	6	4
White	45	21%	29	15	36	16%	22	14	35	16%	22	13	34	15%	22	12
Native American or other Pacific Islander	0	0%	0	0	1	0%	0	1	0	0%	0	0	0	0%	0	0
Two or more races	0	0%	0	0	1	0%	0	1	1	0%	0	1	1	0%	0	1
Unknown/Foreign	7	3%	1	6	6	3%	4	2	5	2%	4	1	8	4%	4	4
Total	219	100%	112	106	228	100%	113	115	225	100%	113	112	220	100%	108	112

Source: EDS

Full-time Staff

	Baseline: 2008-2009				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	268	80%	111	157	305	80%	119	186	294	79%	115	179	296	79%	114	182
American Indian or Alaska Native	1	0%	0	1	0	0%	0	0	0	0%	0	0	0	0%	0	0
Asian	9	3%	8	1	8	2%	3	5	9	2%	3	6	9	2%	2	7
Hispanic/Latino	7	2%	2	5	5	1%	3	2	5	1%	3	2	6	2%	3	3
White	28	8%	11	17	38	10%	11	27	44	12%	17	27	44	12%	18	26
Native American or other Pacific Islander	0	0%	0	0	0	0%	0	0	0	0%	0	0	1	0%	0	1
Two or more races	0	0%	0	0	1	0%	0	1	1	0%	0	1	3	1%	0	3
Unknown/Foreign	23	7%	7	16	23	6%	11	12	17	5%	9	8	15	4%	8	7
Total	336	100%	139	197	380	100%	147	233	370	100%	147	223	374	100%	145	229

Source: EDS

Table 1

	2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity					
	Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within Plan					
Bowie State University						
A	B	C	D	E	F	G
Diversity Plan *Y=Yes/N=No*	**Goals and Timeline**	**Implementation Strategies**	**Areas of Emphasis/Targeted Services for Specific Populations**	**Evaluation of Program**	**Goal Progress Compared to Base Year: 2009-2010**	**Areas of Needed Improvements**
	A. Cite # of goals (inclusive year(s)) *B. Cite goals that are the focus of this report*	*Cite relevant strategies used for students, faculty, and staff*	*State specific area institution uses for each targeted population*	*Y or N (annual/biennial)*	*Improved Goal # by % or Static*	*Name specific areas in need of improvement*
Not a formal plan	A. 5 Goals 2010 - 2018					
	Goal 1: Infuse international and diversity awareness in the curriculum	Provide faculty professional development activities to encourage incorporation of international and diversity awareness into the curriculum.	Incorporate international and diversity awareness across disciplines.	Y (annual)	Have at least 2 sessions per faculty institute focused on incorporating international and diversity awareness into teaching.	Goal being sustained
	Goal 2: Expand co-curricular programs that promote diversity awareness	Provide students with a variety of co-curricular experiences focused on embracing the broadest definition of diversity.	Expand the types of student groups to address inclusion. Provide opportunities for external speakers from diverse backgrounds to share various points of view.	Y (annual)	Add student groups as necessary. Have at least one speaker per semester.	Goal being sustained
	Goal 3: Recruit, retain and graduate a diverse student body	Expand the scope of recruitment activities to include under represented (race/ethnic) student populations at the undergraduate level.	Recruit, retain and graduate a more diverse undergraduate student body.	Y (annual)	Increase the proportion of non-African American students by 1 percentage point annually.	On track to meet goal
	Goal 4: Recruit, hire and retain faculty, staff and administrators from diverse backgrounds	Expand the scope of recruitment activities for faculty, staff and administrators to include resources linked to the discipline and/or the profession.	Recruitment and retention of a more diverse employee population.	Y (annual)	Increase the proportion of non-African-American employees by 2 percentage points by 2018.	On track to meet goal
	Goal 5: Maintain a campus climate that respects and values diversity	Periodically evaluate the campus climate to assess that the core value of diversity is being maintained.	Ensure a welcoming and respectful work and learning environment.	Y (Biennial)	Maintain student levels of satisfaction on the core value of diversity (Noel Levitz every 3 years) Other targets surveys as necessary.	Goal being sustained

Table 2

2015-2016 Annual Report on Institutional Programs of Cultural Diversity				
Description of Way Institution Addresses Cultural Diversity Among its Students, Faculty, and Staff				
A	**B**	**C**	**D**	**E**
Recruitment and Retention of Underrepresented Students, Faculty, and Staff	**Creates Positive Cultural Interactions and Awareness among Students, Faculty, and Staff**	**Uses Cultural Sensitivity Instruction and Training for Students, Faculty, and Staff**	**Uses Administrative Structures, Offices, Councils, and Diversity Officers**	**Uses Targeted Programs and Services to Achieve Cultural Diversity Goals**
State the recruitment and/or retention initiative and indicate for whom it applies	*State the initiatives used to create interactions and awareness for students, faculty, and staff*	*State what type of instruction and training is used for students, faculty, and staff*	*List in hierarchical order all diversity structures used within and across the institution*	*State the targeted programs and services and indicate for whom each is targeted*
Student - the Enrollment Management Plan establishes enrollment targets for various student groups. The Admission's Office has the primary responsibility for recruiting a diverse new (first-time to college and transfer) student population. Faculty - The academic department and college dean have the primary responsibility of attracting a diverse pool of qualified candidates in accordance with Human Resource guidelines. Staff - The unit head has the primary responsibility of attracting a diverse pool of qualified candidates in accordance with Human Resource guidelines.	Several academic departments have secured grant funding to promote diversity in the workforce. Co-curricular activities focusing on cultural diversity are provided each term. The Student Affairs Division continues to support a wide variety of student groups. University's core value of diversity sets the framework for campus culture. Unit heads are expected to model and reinforce all core values.	Student leaders participate in leadership development programs that include a cultural diversity component. Several academic programs have cultural diversity incorporated directly into the curriculum. External speakers, training sessions and awareness programs provided by various units.	The Equity Compliance Office is responsible for addressing issues related to discrimination, harrassment and other equity issues. Training programs are a key component of their programming. Human Resources provides new employee orientation which includes diversity training. Cultural diversity training is also offered to continuing employees on a periodic basis.	Programming and training are targeted to all full-time faculty and staff. All students are encouraged to participate in co-curriular programming.

Table 3

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity		
Efforts to Create Positive Interactions and Awareness Among Students Faculty and Staff		
Bowie State University		
A	**B**	**C**
Provides Cultural Diversity Instruction & Training of Students Faculty and Staff	**Provides Curricular Initiatives that Promote Cultural Diversity in Classroom**	**Provides Co-Curricular Programs and Events for Students**
State the nature and type of instruction and training for students, faculty, and staff	*State the nature and type of curricular initiatives used to promote cultural diversity in the classroom within the institution*	*List institution-wide (IW) and targeted (T) co-curricular programs for students*
Office of Human Resources Diversity training is available for specific units as well as for faculty and staff as a whole.	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.	*Cultural Organizations (4)* : African Student Association, United Caribbean Association, La Familia Espagnola, and Muslim Student Association
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.	The core courses in the Social Work program require students to participate in group projects and present research findings on issues related to diversity.	*LGBTQ Organizations (1)* Eyes Wide Shut (Lesbian, Gay, Bisexual, Transgender, Queer Questioning Allied Support Organization)
Instructional strategies for infusing cultural diversity in the curriculum are presented at fall and spring Faculty Institutes.	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.	*Religious Organizations (6)* : Advent Fellowship, Alpha Nu Omega Sorority, Inc., Apostolic Fellowship, Bethel Campus Fellowship, Christ Side Ministries, and Lighthouse Campus Ministries
	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	*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.
	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.	*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.
	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.	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, Caribbean Week, Pants Up Hats Off, Christian Variety Show, Greek House, LGBTQIA Awareness Program, Wake Up Black People, 12 Hour Prayer Room, Documentary on Cultural Issues, Religious Groups Forum, Caribbean Food Fair, Salsa Dancing, National Coming Out Day Event, Spanish Education Mini Game Night, Native American Heritage, Single Mom Empowerment Program, and Men of Color Leadership Institute
		The Division of Academic Affairs coordinates Bowie's participation in the HBCUs-China Network.
		The Department of Counseling's African Psychology Student Association helps students understand the impact African heritage has on psychological and emotional issues for African American youth and adults.
		Spanish Social Work Club, El Club de la Familia Espanola provides 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.

Table 4

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity		
Institution has a Process for Reporting Campus-Based Hate Crimes		
Bpwie State University		
No campus hate crimes were reported in the most recent Cleary Act report.		
Bowie State's campus police investigate the potential criminal aspect of hate crimes. The Cleary Act report describes in detail campus police processes for hate crime and other related activities. http://www.bowiestate.edu/files/resources/clery-2014-2015-final-report-3.pdf		
The Equity Compliance Office (EEO and Title IX) investigates potential internal policy violations. Further detail can be found at http://www.bowiestate.edu/about/admin-and-governance/adminfin/human-resources/equal-employment-opportunity/		

COPPIN STATE UNIVERSITY

REPORT ON DIVERSITY INITIATIVES

April 25, 2016

Office of the Provost and Vice President for Academic Affairs
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INTRODUCTION

For the purposes of this report, 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.

TABLE 1 NARRATIVE

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. Key strategies include mandating that all incoming freshmen are provided advisement through the First-Year Experience, adhering closely to an academic plan of study that will assist in progressing to graduation. Other strategies include the use of technology for use of more efficient assessment systems, course redesign, academic transformation, financial literacy, financial aid programs, and finally, providing specific enrollment cohorts with customized and timely counseling and advisement.

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. Specific strategies include ensuring Coppin's academic program inventory meets workforce demands, encouraging faculty to garner

additional extramural awards through scholarly research and community service, and expanding early research experiences to undergraduate and graduate students.

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. Key strategies include increasing service learning opportunities, further engage a culture of assessment, and expand online and distance education opportunities to a largely non-traditional population of students

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. The campus plans to continue using technology to enhance administrative operations in key areas that include financial aid, student accounts, and fundraising.

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. The university will improve hiring and retention practices for staff and faculty through the use of search firms, and also will increase professional development for faculty and staff engaged in searches.

PROGRESS RELATED TO THE GOALS

- The University continues to place an emphasis on special programs and services for its students. Such activities include cohort and "deep-dive" initiative services, academic advisement and other support services, as well as retention and graduation initiatives. Since the baseline year of the report, Goal 1 has improved by an overall 4% from a 14% graduation rate to an 18% rate. The increase is attributed to the implementation of best practices and sustained funding from the State.

- The University introduced new academic programs, a new internal program review process, and reduced, eliminated, or suspended unnecessary courses and academic programs.
- Efforts to continue to certify faculty who teach online or distance education courses continues annually through the Faculty Information Technology Committee.
- The University is able to successfully maintain financial controls by updated PeopleSoft Business Solutions. As a result, the Maryland Office of Legislative Audits continues to reduce concerns and audit findings for the University.

TABLE 2 NARRATIVE

Description of Cultural Diversity Addressed Among its Students, Faculty, and Staff

Recruitment and Retention of Underrepresented Students, Faculty, and Staff

- Student Academic Success Academy (SASA) – Incoming freshmen students
- First-Year Experience – Incoming freshmen, also serves sophomores, juniors, and seniors
- Freshmen Male Initiative – Incoming freshmen male students
- Our House – Mentoring program for male and female students

Creates Positive Cultural Interaction and Awareness among Students, Faculty, and Staff

- Counseling Center for Student Development (CCSD) – The Counseling Center conducts workshops, individual counseling, and individual programming for international students and faculty

Uses Cultural Sensitivity Instruction and Training for Students, Faculty, and Staff

- The Office of Human Resources conducts annual customer service training for all faculty and staff as a mandatory requirement. Workshops include such topics as sexual harassment, diversity sensitivity, and other professional development seminars on reporting hate crimes and incidents on campus.

Uses Administrative Structures, Offices, Councils, and Diversity Officers

- The Curriculum Policy and Standards Committee regularly oversees undergraduate course and program approvals on the campus. For each new or continued program, the Committee ensures that diversity is address within the course or throughout each academic program. Diversity is within the course syllabi.

- The Graduate Council, as in the case of the Curriculum Committee regularly oversees graduate level course and program approvals on the campus. For each new or continued program, the Committee ensures that diversity is address within the course or throughout each academic program. Diversity is within the course syllabi.

- The Office of Human Resources provides orientation to all new staff and faculty covering such issues of diversity.

Uses Targeted Programs and Services to Achieve Diversity Goals

- The campus has diversity days sponsored by the Information Technology Division where staff and faculty are invited to bring food dishes prepared or purchased that represent their country of origin. This programming has occurred regularly for more than 15 years and remains a tradition.

- As it relates to enrollment and degree production of African Americans within the USM, Coppin's programs Student Academic Success Academy (SASA) – Incoming freshmen students. Other programs include: First-Year Experience – Incoming freshmen, also serves sophomores, juniors, and seniors; Freshmen Male Initiative – Incoming freshmen male students; and Our House – Mentoring program for male and female students. The campus also uses specialized living learning communities through Honors, Nursing, and ROTC.

TABLE 3 NARRATIVE

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

Provides Cultural Diversity Interactions & Training among Students, Faculty, and Staff

- The Counseling Center for Student Development (CCSD) conducts workshops annually for students, faculty, and staff. Individual counseling is also provided for international students to help with assimilation and understanding of cultural issues.

- The Office of Human Resources conducts workshops annually on customer service and other subjects as needed. Topics include assistance with understanding a myriad of diversity issues. Workshops are offered to staff and faculty, including administration.

Provides Curricular Initiatives that Promote Cultural Diversity in the Classroom

- The Curriculum Policy and Standards Committee reviews programs each year. A part of the review process includes ensuring diversity among other important issues in higher education is included within course syllabi and in the design of new courses and academic programs

Provides Co-Curricular Programs and Events for Students

- The Department of Criminal Justice and Applied Social Sciences conducts lecture series throughout the semester on relevant issues dealing with race and culture. These events

are open to the campus and also involve brown bag series where students, faculty, and staff are able to share in roundtable discussions with guest speakers.

- The Annual Cultural Marketplace is an event open to students as well as the rest of the campus where there is a celebration of a variety of international foods, clothing, music, and vendors gathered within the Tawes Center. The event is operated by faculty and staff and is open to the campus community and public.

TABLE 4 NARRATIVE

INSTITUTION HAS A PROCESS FOR REPORTING HATE CRIMES

- INSTITUTIONAL RESPONSE - YES – The campus has several outlets for reporting hate crimes. The information is communicated to the public using the campus' annual Public Safety Campus Crime Report which is posted to the university's home page. Also, as crimes are reported in and around the surrounding community, the Campus Police sends e-mail blasts describing the crimes and requested the community to always exercise caution and to report these crimes. The public remains aware of any crimes primarily through this process.
- Students are able to report crimes through the Division of Student Affairs as well as Academic Affairs. Students involved in such incidents have access to the campus' judicial process, the campus police, as well as Baltimore City's Police Department.
- Faculty and Staff are able to report crimes through the Office of Human Resources. This information is communicated to them through orientation processes as well as through professional development and training offered during the academic year.

Table 1

<div align="center">

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity
Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within Plan

</div>

COPPIN STATE UNIVERSITY

A	B	C	D	E	F	G
Diversity Plan	**Goals and Timeline**	**Implemetation Strategies**	**Areas of Emphasis/Targeted Services for Specific Populations**	**Evaluation of Program**	**Goal Progress Compared to Base Year: 2009-2010**	**Areas of Needed Improvements**
Y=Yes/N=No	*A. Cite # of goals (inclusive year(s)); B. Cite goals that are the focus of this report*	*Cite relevant strategies used for students, faculty, and staff*	*State specific area institution uses for each targeted population*	*Y or N (annual/biennial)*	*Improved Goal # by % or Static*	*Name specific areas in need of improvement*
EXAMPLE *Y*	*A. 7 Goals 2016-2010; B. Goal 1: Increase diversity of faculty to reflect diversity of campus community*	*Expanded scope of faculty recruitment initiatives to include resources not previously used such as online publicaions*	*Recruitment and retention of a more diverse faculty*	*Y (biennial)*	*Improved Goal #1 by 5% over biennium*	*Cite area and reason for improvement, if needed*
	A. 5 Goals 2016-2010					
	B. GOALS 1-5					
Y	GOAL 1: Increase College Completion Rates	1. Continue Support of the First-Year Experience for Freshmen and Sophomore students	Emphasis on cohort services, academic and support programming, Retention and Graduation	Y	Improved Goal #1 by 4% from 14% to 18% rate	Best practices, sustained funding of initiatives
		2. Use technology for more efficient assessment systems				
		3. Course redesign, academic transformation, financial literacy and aid programs.				
Y	GOAL 2: Ensure that Coppin's are Competitively Prepared for Entry into the Workforce and First-Time Graduate & Professional Schools	1. Ensure that academic programs are meeting workforce demands	Impacts on Maryland's workforce, critical areas in STEM, nursing, technology	Y	Introduced 4 new academic programs, reduced or eliminated other programs through comprehensive institutional review.	
		2. Encourage additional extramural fundraising, scholarly research, and community service				
		3. Expand early research opportunities within academic disciplines.				
Y	GOAL 3: Transform Coppin's Instructional Modalities to Improve Teaching and Learning; Increase Coppin's Engagement in the Community	1. Increase service learning opportunities	Retention, Graduation	Y	Certified additional 10% of faculty to teach online	
		2. Engage a culture of widespread assessment				
Y	GOAL 4: Improved Stewardship and Effectiveness of Coppin's Resources	1. Continue using technology to improve administrative operations in financial aid, student accounts, and alignment of fundraising goals	Efficiency	Y	Addressed/reduced legislative audit concerns from 12 to 5; fully addressed annually	Upgraded PeopleSoft business solutions
Y	GOAL 5: Invest and Support People, Programs, and Facilities	1. Improve hiring/retention practices for students, staff, and faculty	Transformational leadership, service to the community, legacy, scholarship, ROI to Baltimore and region.	Y		

Legend
Y = Yes
N= No

Table 2

	2015-2016 Annual Report on Institutional Programs of Cultural Diversity			
	Description of Way Institution Addresses Cultural Diversity Among its Students, Faculty, and Staff			

Coppin State University

A	B	C	D	E
Recruitment and Retention of Underrepresented Students, Faculty, and Staff	Creates Positive Cultural Interactions and Awareness among Students, Faculty, and Staff	Uses Cultural Sensitivity Instruction and Training for Students, Faculty, and Staff	Uses Administrative Structures, Offices, Councils, and Diversity Officers	Uses Targeted Programs and Services to Achieve Cultural Diversity Goals
State the recruitment and/or retention initiative and indicate for whom it applies	*State the initiatives used to create interactions and awareness for students, faculty, and staff*	*State what type of instruction and training is used for students, faculty, and staff*	*List in hierarchical order all diversity structures used within and across the institution*	*State the targeted programs and services and indicate for whom each is targeted*
Student Academic Success Academy (SASA) - Incoming Freshmen Students	CCSD - Counseling Center for Student Development conducts workshops, individual counseling, and programming for international students and faculty	Human Resources - Workshops as needed for students, faculty, and staff	1. Human Resources - Addresses faculty, staff, students	Student Academic Success Academy (SASA) - Incoming Freshmen Students
First-Year Experience - Incoming freshmen, sophomores, juniors, seniors		Human Resources - Customer Service Training, included sensitivity for race, ethnicity, sex, sexual orientation, etc.	2. Curriculum Policy and Standards Committee - Diversity in curriculum	First-Year Experience - Incoming freshmen, sophomores, juniors, seniors
			3. Graduate Council - Diversity addressed in curriculum	
Freshmen Male Initiative - Incoming freshmen students		Human Resources - Workshops on Sexual Harassment		Freshmen Male Initiative - Incoming freshmen students

Legend
Y = Yes
N= No

Table 3

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity		
Efforts to Create Positive Interactions and Awareness Among Students Faculty and Staff		
COPPIN STATE UNIVERISTY		
A	**B**	**C**
Provides Cultural Diversity Instruction & Training of Students Faculty and Staff	**Provides Curricular Initiatives that Promote Cultural Diversity in Classroom**	**Provides Co-Curricular Programs and Events for Students**
State the nature and type of instruction and training for students, faculty, and staff	*State the nature and type of curricular initiativesused to promote cultural diversity in the classroom within the institution*	*List institution-wide (IW) and targeted (T) co-curricular programs for students*
The Counseling Center for Student Development (CCSD) conducts workshops annually for students, faculty, and staff. Individual counseling is also provided for international students to help with assemilation and understanding of cultural issues.	Curriculum Policy and Standards Committee - Reviews existing and approves new academic programs to ensure that diversity is in each course offering.	**IW** - Lecture Series, and Brown Bag Seminars by department
Human Resources - conducts annual workshops on customer service - helps with retention, and understanding a myriad of diversity issues. Workshops are offered to staff and faculty.		

Legend	
Y = Yes	
N = No	

Table 4

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity
Institution has a Process for Reporting Campus-Based Hate Crimes

COPPIN STATE UNIVERSITY	
Yes	
Reporting is a part of Public Safety's Annual Campus Crime Report - as reported to the University System of Maryland	

Legend	
Y = Yes	
N = No	

TABLE 1: Faculty Comparisons																
	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	241	80	91	150	227	78%	93	134	208	76	83	125	191	74%	70	121
American Indian or Alaska Native	0	0	0	0	1	0%	0	1	0	0	0	1	1	0.4%	0	1
Asian	13	4	10	3	16	6%	12	4	12	4	9	3	14	5%	11	3
Hispanic/Latino	1	0	0	1	0	0%	0	0	2	1	1	1	3	1%	1	2
White	37	12	27	10	41	14%	27	14	38	14	27	11	38	15%	26	12
Native American or other Pacific Islander	0	0	0	0	0	0%	0	0	0	0	0	0				
Two or more races	0	0	0	0	6	2%	4	2	5	2	3	2	1	0.4%	0	1
Foreign													9	4%	7	2
Did not self- identify	9	3	4	5	0	0%	0	0	8	3	6	2	0	0%	0	0
Total	301	100	132	169	291	100%	136	155	274	100	129	145	257	100%	115	142

	TABLE 2: Staff Comparisons															
	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016			
	#	%	M	F	#	%	M	F	#	%	M	F	#	%	M	F
African American/Black	410	92	148	262	374	88	148	226	356	88	132	224	299	87%	119	180
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0%	0	0
Asian	13	3	9	4	12	3	9	3	11	3	7	4	11	3%	7	4
Hispanic/Latino	2	0	1	1	0	0	0	0	4	1	2	2	2	1%	1	1
White	20	4	12	8	37	9	27	10	26	6	19	7	30	9%	22	8
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	2	1	4	1	2	2	1	0%	0	1
Foreign													1	0%	1	0
Did not self- identify	2	0	0	2	1	0	1	0	1	0	1	0	0	0%	0	0
Total	447	100	170	277	427	100	187	240	404	100	165	239	344	100%	150	194

	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016			
TABLE 3: Student Comparisons	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	34	86	722	2751	3038	90	761	2277	2862	91%	768	2094	2666	86%	653	2013
American Indian or Alaska Native	4	0	2	2	3	0	2	1	3	0%	1	2	2	0%	1	1
Asian	10	0	0	10	34	1	10	24	20	1%	5	15	11	0.4%	1	10
Hispanic/Latino	17	0	8	9	46	1	12	34	26	1%	5	15	70	2%	24	46
White	90	2	25	65	74	3	25	49	59	2%	21	38	57	2%	21	36
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	68	2	25	43	68	2%	22	46	37	1.2%	10	27
Foreign													197	6%	72	125
Did not self- identify	45	11	139	318	102	3	27	75	95	3%	25	70	68	2%	18	50
Total	40	100	896	3155	3383	100	864	2519	3133	100%	852	2281	3108	100%	800	2308

FROSTBURG STATE UNIVERSITY

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STATE UNIVERSITY

One University. A World of Experiences.

**Cultural Diversity Program
Progress Report**

**Prepared by Office of the Provost
April 2016**

Frostburg State University
Annual Progress Report on Institutional Programs of Cultural Diversity
2015-2016

This report and associated demographic data provided in Section II, *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 report follows the template for the 2015-2016 USM Annual Progress Report on Institutional Programs of Cultural Diversity, and it is organized in the following two sections:

Section I: Report on Frostburg State University Program of Cultural Diversity

This section includes a narrative explanation for each one of the following four tables:

- **Table 1**: *Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within the Plan*

- **Table 2**: *Description of Way Institution Addresses Cultural Diversity among Its Students, Faculty, and Staff*

- **Table 3**: *Efforts to Create Positive Interactions and Awareness among Students, Faculty, and Staff*

- **Table 4**: *Process for Reporting Campus-Based Hate Crimes*

Combined, and as a whole, Tables 1-4 serve as templates to organize the information about the initiatives, areas of emphasis, and institutional structures by which the institution addresses cultural diversity among its students, faculty, and staff, as well as the implementation strategies for meeting its diversity goals.

Section II: Demographic Data

This section includes the Appendix A with comparison data for 2013-2014, 2014-2015, and 2015-2016 with that of 2009-2010. The data is presented in the following tables:

- **Table 5**: *Comparison Table for Students*

- **Table 6**: *Comparison Table for Faculty*

- **Table 7**: *Comparison Table for Staff*

Section I
REPORT ON FROSTBURG STATE UNIVERSITY PROGRAM OF CULTURAL DIVERSITY

This section provides a narrative description along with tabulated information provided in Tables 1-4. As a whole, narrative and tables describe information about the initiatives, areas of emphasis, institutional structures, and curricular/co-curricular activities by which the institution addresses cultural diversity among its students, faculty, and staff, as well as the implementation strategies for meeting its diversity goals.

Table 1
Cultural Diversity Plan, Implementation Strategies, and Timeline for Meeting Goals within Plan

Narrative

Table 1 provides a summary of Frostburg State University's institutional plan to improve cultural diversity as outlined by its goals and implementation strategies. It states specific areas of emphasis and services for targeted populations, specifies the evaluation process for the plan's progress, and indicates where progress has been achieved as well as the areas where continued improvement is needed.

Frostburg State University (FSU) continues to implement and evaluate strategies and initiatives according to their contributions to the diversity goals established in its 2008 Cultural Diversity Program. Column B of Table 1 lists FSU's diversity goals, as follows:

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

FSU has identified relevant implementation strategies for the achievement of each one of the five institutional diversity goals. Although most strategies have remained consistent, new strategies have been added as the institution works towards enhancing its effectiveness in achieving these goals.

The University's diversity goals are ongoing, and remain consistent and relevant to the institutional mission. They are evaluated yearly during the annual reporting of the diversity progress report. However, a step to add to this process to ensure continuous improvement is the development of an assessment plan.

Table 1

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity

Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within Plan

FROSTBURG STATE UNIVERSITY

A	B	C	D	E	F	G
Diversity Plan	**Goals and Timeline**	**Implementation Strategies**	**Areas of Emphasis/Targeted Services for Specific Populations**	**Evaluation of Program**	**Goal Progress Compared to Base Year: 2009-2010**	**Areas of Needed Improvements**
Y=Yes/N=No	*A. Cite # of goals (inclusive year(s))* *B. Cite goals that are the focus of this report*	*Cite relevant strategies used for students, faculty, and staff*	*State specific area institution uses for each targeted population*	*Y or N (annual/biennial)*	*Improved Goal # by % or Static*	*Name specific areas in need of improvement*
Y	**A**. Five (5) Goals 2009-2016					
Y	**B. Goal 1**: Recruit and Enroll a Growing Number of Undergraduate Minority and First Generation Students *Timeline*: Ongoing	Enhance marketing and recruitment efforts that target underrepresented students. Familiarize selected High School students, teachers, and administrators with Frostburg's programs and services. Enhance and promote college-readiness programs. Increase the number of underrepresented students transferring from community colleges.	Recruitment and enrollment of underrepresented student populations	Y - Annually during the reporting of the diversity annual progress report.	The minority student population at FSU represented 42% of its overall undergraduate population in fall of 2015. Additionally, the number of undergraduate minority students enrolled at the University increased 54.9%, from a total of 1,345 minority undergraduates in fall 2009 to 2,083 in fall 2015. African-American student headcount grew by 35.7% over the last six years, from 1,127 in fall 2009 to 1,529 in fall 2015.	
Y	**Goal 2**: Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students *Timeline*: Ongoing	Sustain and continue implementation of continuing and new programs intended to enhance student success, and increase underrepresented minority and first-generation student retention and graduation rates. Continue programs to enhance student success: Academic Success Network (ASN); Freshman Progress Survey; the Championship Forum; TRiO Student Support Services (SSS); Academic Enrichment Series; Beacon Early-Alert system; and Tutoring Center Services. Implement new programs to enhance student success: Expanding the Academic Success Network Scope; and Predictive Analytics (PAR and HelioCampus).	Retention and degree completion/graduation rate of underrepresented student populations	Y - Annually during the reporting of the diversity annual progress report.	For the fall 2014 cohort of first-time, full-time students, FSU's second-year retention rates for African Americans (83%) and minorities (80%) exceeded that of the total student population (77%). The retention rates increased from 79% (cohort fall 2013) to 83% (cohort fall 2014) for African Americans; from 79% (cohort fall 2013) to 80% (cohort fall 2014) for all minorities, and from 76% (cohort fall 2013) to 77% (cohort fall 2014) for all first-time, full-time students. Six-year graduation rates increased over the reporting period for all student groups (cohort year 2008 to cohort year 2009): from 44% to 50% for African Americans, from 43% to 50% for all minorities, and from 49% to 53% for all first-time, full-time students.	Even though the institution conducts a yearly collection of data for purposes of the annual reporting of the diversity report, steps will be initiated towards the development of an assessment plan for the comprehensive evaluation on the institutional effectiveness on meeting the FSU Diversity Goals.
Y	**Goal 3**: Enhance the Cultural Diversity of Faculty and Staff *Timeline*: Ongoing	Expand efforts to increase the number of minority and diverse faculty and staff. Expand efforts to attract and retain qualified African-American faculty and staff by streamlining the hiring process and implementation of new software (Mobile-Optimized Job site). Continue implementation of the EEO Compliance Office's Minority Recruitment Plan and Retention Strategies.	Recruitment and retention of a more diverse faculty and staff.	Y - Annually during the reporting of the diversity annual progress report.	The number of minority faculty and staff members remained static during the reporting period from 19.8% in 2009 to 19.4% in 2015. While the Non-Tenure Track faculty showed a slight decrease from 6.03% in 2009 to 5.41% in 2015, the Tenure/Tenure Track indicated a slight increase from 13.75% in 2009 to 13.95% in 2015. Similarly, the minority staff members showed a slight decrease from 5.8% in 2009 to 5.2% in 2015.	

Table 1 *(Continued)*

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity

Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within Plan

FROSTBURG STATE UNIVERSITY

Diversity Plan	Goals and Timeline	Implementation Strategies	Areas of Emphasis/Targeted Services for Specific Populations	Evaluation of Program	Goal Progress Compared to Base Year: 2009-2010	Areas of Needed Improvements
Y=Yes/N=No	*A. Cite # of goals (inclusive year(s))* *B. Cite goals that are the focus of this report*	*Cite relevant strategies used for students, faculty, and staff*	*State specific area institution uses for each targeted population*	*Y or N (annual/biennial)*	*Improved Goal # by % or Static*	*Name specific areas in need of improvement*
Y	**Goal 4**: Create a Campus Environment that Promotes the Valuing of Cultural Diversity *Timeline*: Ongoing	Expand the scope of campus-wide support activities to help build intercultural understanding, broaden cultural awareness, and increase opportunities for interaction among students, faculty, and staff. Continue the work of the President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI). Expand the scope of the Diversity Center to reach out to racial identity groups and provide continuous support to campus-wide student organizations that focus on diversity issues. Provide for the multicultural quality of the curriculum.	Increase intercultural understanding and broaden cultural awareness for students, faculty, and staff	Y - Annually during the reporting of the diversity annual progress report.	The number of campus entities and programs contributing to promote a campus environment that promotes understanding and awareness of cultural diversity has increased during the reporting period, from two entities in 2009 (PACDE and the Diversity Center) to three entities in 2015 (PACAGBV joined the two existing entities). In addition FSU added partnerships with institutions in the system and considered other university programs in the contribution to meeting this goal.	
Y	**Goal 5**: Promote the Understanding of International Cultures *Timeline*: Ongoing	Expand the scope of the Center for International Education (CIE) to actively recruit and increase the number of international students to promote the understanding of international cultures on campus. Expanded scope of collaborative programs with overseas partners to attract and increase international exchange opportunities for students and faculty. Establish strong connections for international students by offering ESL courses, and cultural activities to facilitate their introduction to American cultures. Increase opportunities for international experiences for students and faculty. Continue the work of the President's Leadership Circle (PLC) to promote learning of current global social issues and cross-cultural leadership through abroad experiential learning opportunities.	Increase recruitment of international students and retention of American students by offering international experiences.	Y - Annually during the reporting of the diversity annual progress report.	The number of international students enrolled at FSU increased from 28 students when the initiative started (2007) to 116 students enrolled 116 students in 2005, including 86 degree-seeking students from 20 countries.	
Legend						
Y = Yes						
N= No						

Table 2
Description of Way Institution Addresses Cultural Diversity among its Students, Faculty, and Staff

Narrative

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.

Table 2 details institutional initiatives and structures in place to address cultural diversity through recruitment, enrollment, and retention strategies to increase the number of graduating undergraduate minority and first generation students; and instruction and training activities that promote positive interaction and awareness on campus (Goals One, and Two). It also outlines strategies that enhance the diversity of Frostburg's faculty and staff (Goal Three); as well as targeted programs and services that contribute to achieve FSU's cultural diversity goals.

GOAL ONE: RECRUIT AND ENROLL A GROWING NUMBER OF UNDERGRADUATE MINORITY AND FIRST-GENERATION STUDENTS

The minority student population at Frostburg represented 42% of its overall undergraduate population in the fall of 2015. Additionally, the number of undergraduate minority students enrolled at the University has increased 54.9%, from a total of 1,345 minority undergraduates in fall 2009 to 2,083 in fall 2015 - see Table 5 in *Appendix A*. African American student headcount has grown by 35.7% over the last six years, from 1,127 in fall 2009 to 1,529 in fall 2015.

Enhancing Marketing and Recruitment Efforts that Target Underrepresented Students

The Admissions Office has consistently purchased a significant percentage of minority names over the last eight years from the pool of students who take the PSAT in their junior year of high school. Table A (below) shows that minorities represented 26.8% of the total names purchased for the fall 2009 entering freshman class, as compared to 32.4% for the fall 2015 class.

Table A
Student Search Service Comparisons
Fall 2009 to Fall 2015

Race/ Ethnicity	Fall 2009 Entering Class		Fall 2010 Entering Class		Fall 2011 Entering Class		Fall 2012 Entering Class		Fall 2013 Entering Class		Fall 2014 Entering Class		Fall 2015 Entering Class	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Unknown	1,559	3.9%	1,546	3.8%	1,381	3.8%	1,582	4.4%	1,638	4.6%	1,284	3.6%	2,225	4.9%
African American/Black	5,292	13.2%	5,709	13.9%	4,886	13.6%	4,951	13.8%	4,607	12.8%	4,747	13.5%	7,124	15.7%
Amer Ind or Alaska Nat	167	0.4%	189	0.5%	165	0.5%	175	0.5%	189	0.5%	147	0.4%	202	0.4%
Asian	3,423	8.6%	3,608	8.8%	3,384	9.4%	3,405	9.5%	3,651	10.2%	3,675	10.4%	4,390	9.7%
Hispanic/Latino	1,843	4.6%	2,003	4.9%	1,812	5.0%	1,917	5.4%	2,016	5.6%	2,165	6.1%	2,997	6.6%
White	27,671	69.3%	28,041	68.2%	24,348	67.7%	23,793	66.4%	23,787	66.3%	23,228	65.9%	28,532	62.7%
All	39,955	100.0%	41,096	100.0%	35,976	100.0%	35,823	100.0%	35,888	100.0%	35,246	100.0%	45,470	100.0%

Data Source: PeopleSoft Queries F09;orig SSS file F10, F11,F12,F13,F14,F15

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

Over the reporting period, the Office of Admissions hosted approximately 450 prospective fall 2015 students during 13 different bus trips to Frostburg from primarily minority high schools. Additionally, 59.8% of prospective fall 2015 students attending admitted student receptions sponsored by Admissions were minorities (79 of 132 students).

<u>Enhancing and Promoting College-Readiness Programs</u>

College-readiness programs help to prepare underrepresented students for postsecondary education at Frostburg. Over the last five years, the grant-based TRiO Upward Bound program has served a total of 156 different participants, and 18.6% 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 59% of program participants (82 of 140) over five years self-identified as minorities. Of the 72 participants who graduated from high school during the past five years, 44 (61%) were minorities, and 37 of these 44 (84%) initially enrolled in college.

<u>Increasing the Number of Underrepresented Students Transferring from Community Colleges</u>

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 B (below) shows the number of new minority transfer students has grown from a total of 68 students in fall 2009 to 159 in fall 2015, representing a 134% increase.

Table B
Transfer Students by Race/Ethnicity
Fall 2009 to Fall 2015

Race/Ethnicity	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Unknown	7	1.7%	6	1.5%	3	0.6%	3	0.6%	5	1.0%	2	0.4%	4	0.7%
African American/Black	56	13.5%	60	14.5%	85	18.1%	78	16.7%	86	17.0%	115	20.2%	101	18.0%
Amer Ind or Alaska Nat	3	0.7%	.	.	1	.	1	.	1	.	.	.	3	0.5%
Asian	2	0.5%	2	0.5%	4	0.9%	8	1.7%	9	1.8%	15	2.6%	15	2.7%
Hisp/Latino	7	1.7%	14	3.4%	15	3.2%	12	2.6%	18	3.6%	23	4.0%	22	3.9%
White	311	74.8%	304	73.6%	318	67.7%	320	68.4%	309	60.9%	344	60.4%	362	64.6%
Other	30	7.2%	27	6.5%	31	6.6%	34	7.3%	59	11.6%	52	9.1%	35	6.3%
Hawaiian	.	.	.	.	.	.	1	.	.	.	1	0.2%	.	.
Two or More Races	.	.	.	.	13	2.8%	11	2.4%	20	3.9%	18	3.2%	18	3.2%
All	416	100.0%	413	100.0%	470	100.0%	468	100.0%	507	100.0%	570	100.0%	560	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 2014 cohort of first-time, full-time students, the University's second-year retention rates for African Americans (83%) and minorities (80%) exceed that of the total student population (77%). The retention rates increased from 79% (cohort fall 2013) to 83% (cohort fall 2014) for African Americans; from 79% (cohort fall 2013) to 80% (cohort fall 2014) for all minorities, and from 76% (cohort fall 2013) to 77% (cohort fall 2014) for all first-time, full-time students. Six-year graduation rates increased over the reporting period for all student groups (cohort year 2008 to cohort year 2009): from 44% to 50% for African Americans, from 43% to 50% for all minorities, and from 49% to 53% 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, as described below.

Continuing University Programs to Enhance Student Success

Academic Success Network

Created in the summer of 2014, the Academic Success Network (ASN), 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 Center for Academic Advising and Retention (CAAR).

PASS oversees the Tutoring Center and related services, Developmental Mathematics (DVMT), and freshman basic skills testing and course placements. 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. CAAR also houses the Director of Freshman Advising and Retention, who manages Introduction to Higher Education orientation classes (ORIE) and other freshman-focused programs.

The ASN accomplished its three goals for the 2014-15 academic year.
1. Increase the first- to second-year retention rate for first-time, full-time students 2% each year in 2014, 2015, and 2016 to reach the target of 80 percent. The fall 2014 retention rate improved to 76.8% from the fall 2013 rate of 75.7%, which is on target to reach the target of 80% by 2016. Of note, the fall 2014 retention rate for all minority students and African Americans exceeded the overall rate with 80% and 83%, rates, respectively.
2. Increase the percent of first-time, full-time freshmen earning a first semester GPA above 2.0 by 5% in 2014 (to 82%) and to 87% in 2015. The percentage of freshmen in good academic standing after the fall 2014 semester was 83.3%.
3. Increase the first- to second-year retention of students who earn above a 3.0 in their first semester by 1% in 2014. There was a slight decrease in the retention rate of students who earned a 3.0 their first semester, dropping from 86.7% to 85.8%. However, the pool of freshmen who achieved at least a 3.0 grew to half of the class, 480 out 957 (50%) compared to the previous year when 40% (360 of 889) of a smaller freshman class earned at least a 3.0.

Freshman Progress Survey

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 conducted a survey that was completed at the third and fifth weeks of fall 2015 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.

This was the second year Frostburg conducted the survey, and faculty participation increased from 43% in fall 2014 to 62% for fall 2015. Advisors learned that over 400 students had at least one issue in at least one course and that 38 freshman had issues with 3 or more courses. Advisors were asked to post updates in Beacon so that faculty could be informed about the interventions made with their students. Shared Beacon conversations conducted between freshman instructors and advisors numbered in excess of 340 between the week-3 and week-5 survey. These early alert and messaging platforms allow for better commutation between faculty and advisors, and in turn, helps new students better understand college expectations.

Championship Forum Program

In spring 2015, for a fourth consecutive year, Frostburg was awarded a Maryland College Access Challenge Grant in the amount of $30,153 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 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 2015/2016 *Championship Forum Program*.

- Number of participants: 42 male students for spring 2015; 50 male students for fall 2015.
- 78% of the 50 program participants are African American, Latino, or multi-racial.
- 93% of spring semester participants (39 of 42) returned for the fall semester.
- 31% (13 of 42) of program participants earned a 3.0 or better for the spring 2015 semester; 5 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 2014-2015, 72% were underrepresented minority students and 36% 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.

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 2014-15: 94%

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 2014-15: 94%

Objective 3: Fifty percent (50%) of new participants served each year will graduate within six years.

Graduation Rate 2009-10 Entering Participants: 68%

The Academic Enrichment Series

The Academic Enrichment Series (AES) is a service coordinated out of the Center for Academic Advising and Retention (CAAR). There are many student-centered featured workshops each semester on personal and career development, campus and community involvement, effective technology usage, and preparation for the future. The presenters are faculty and staff from Academic and Student Affairs, who develop the learning goals for these sessions and provide a structured delivery to ensure subjects are covered thoroughly. The original purpose of the AES was to mitigate the knowledge gap for low income, underrepresented minority college student groups concerning strategies for successful matriculation. The goal is to assist students in forming networks that allow them the benefits of success measures, such as tutoring and academic advising. Research states that students are more apt to thrive academically when in a supportive campus environment. Thus, the value proposition is the relationships that students can potentially establish by interacting with presenters across campus, that if not for these sessions, the likelihood of meeting some is minimal.

The following student participation numbers include individuals who attended more than one workshop. During the reporting period (fall 2014- spring 2015), there was nearly a 31.2 % decline in participation, with 432 students attending 40 scheduled sessions of varied themes, in comparison to 628 (fall 2013-spring 2014), which was a 6% increase over the previous year of 593 attendees during period (fall 2012-spring 2013). There is definite fluctuation in attendance, which can be attributed to weather closures and delays on campus (two) and presenter requested cancellations (three).

Beacon Early-Alert System

For the 2014-2015 academic year, the number of faculty and staff using Beacon increased moderately, from 150 in the previous year to 167. The number of notations posted also increased moderately, from 2,755 to 3,269. 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.

Tutoring Center Services

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. To improve efficiency and quality control of tutoring services, during the 2014-2015 academic year, the tutoring services model changed to all center-based and appointment-based tutoring. Beginning with the fall 2015 semester, software was purchased that not only allows students to make appointments online but also provides for data collection and reporting that was previously difficult to gather.

In fall 2015, 476 students used tutoring services. Of that number, 353 (74%) self-identified as ethnic minorities, with 308 (65%) self-identifying as African American or multi-racial. In addition, 221 (46%) of students using tutoring services were male. Due to the gender achievement gap at Frostburg, a goal is to encourage more males to use tutoring services.

New University Programs to Enhance Student Success

In fall 2015, Frostburg undertook two 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 expanding the scope of the Academic Success network, and formalizing partnerships with Predictive Analytics Reporting (PAR) Framework and HelioCampus in fall 2015.

Expanding the Academic Success Network Scope

The Provost created a Retention Committee by merging efforts of the University Advisory Council on Retention with those of the Academic Success Network (ASN). With the ASN serving as the nucleus, the Retention Committee also includes at least one key individual from each College and the Chair of the Faculty Senate. The purpose of the Retention Committee is to:
1. Review current policies and procedures to promote increased retention of students.
2. Recommend initiatives designed to increase student retention.
3. Maintain communication with the campus regarding retention initiatives and goals on retention reported to external agencies.

<u>Predictive Analytics</u>

The Predictive Analytics Reporting (PAR) Framework and HelioCampus use institutional data to provide powerful dashboards for admissions, financial aid, enrollment, course completion, persistence, retention, and graduation. Access to this information will allow departments throughout campus to make data-informed decisions that will improve student outcomes and success. Both the PAR and HelioCampus projects are underway and should be operational by summer 2016.

GOAL THREE: ENHANCE THE CULTURAL DIVERSITY OF FACULTY AND STAFF

In accordance with its Cultural Diversity Program, the University continues to increase the number of minority faculty and staff at the Institution. As of December 2015, Frostburg State University's workforce consisted of 1,036 full and part-time employees (381 faculty and 655 staff members).

Academic Affairs had 39 minority faculty members representing 10.2% of all faculty on campus - see Table 6 in *Appendix A*. Of these, nine (9) are minority non-tenure track faculty representing 5.4%, and including four (2.4%) African American/Black faculty; three (1.8%) Asian; one (0.6%) Hispanic/Latino; and one (0.6%) American Indian. Of the 30 (14%) minority tenured or tenure-track faculty, ten (4.65%) are African American/Black faculty; 16 (7.4%) Asian; and four (1.9%) Hispanic/Latino.

Minority staff members (34) were employed at a rate of 5.2%. See Table 7 in *Appendix A*. Within the staff there are 17 (2.6%) African American/Black, 10 (1.5%) Asian, four (0.6%) Hispanic/Latino, one (0.1%) American Indian, and two (0.3%) individuals who were two or more races.

<u>Expanding Efforts to Attract and Retain Eminently Qualified African American Faculty and Staff</u>

Within the past twelve months, 23 faculty searches in the Academic Affairs Division were conducted, with 17.4% of the positions filled by minority applicants. In the College of Arts and Sciences, one African American/Black faculty and two Asian faculty members were added to the Computer Science Department. One Asian faculty member was hired within the College of Business's Department of Finance. The University administration conducted 47 searches during the same time frame. Of these searches, minorities filled 6.3% of the hires.

Frostburg State University in conjunction with PeopleAdmin is slated to begin utilizing a mobile-optimized job site. The cloud-based software will increase efficiency by streamlining the hiring process, increase visibility through transparency and collaboration, and deliver strategic insights to drive the University's minority mission statement forward.

<u>Faculty and Staff Searches</u>

Beginning in March 2016 all search committees for faculty and staff positions will require one member of the committee to be responsible for ensuring that minority outreach is a priority. The Chair of the search committee, when submitting applicants for campus interviews to our Director of ADA/EEO Compliance, will also submit documentation in regards to the efforts made with this initiative. Suggestions include:

- Establishing relationships with colleagues at Historical Black Institutions (HBI), particularly those institutions that are similar in size and geographic location.
- Contacting colleagues at other institutions and seek nominations of minority students nearing graduation, recipients of fellowships and awards, or other interested persons.
- Stressing the importance of diverse applicants.
- Making personal contacts with minorities at professional conferences and invite them to apply to FSU positions.

EEO Compliance Office's Minority Recruitment Plan and Retention Strategies

Since August 2014, the Frostburg's Office of Human Resources continues to implement the annual Development and Leadership Series, which meets monthly to provide management training, which will lead to increased employee advancement and retention. The cohort consists of 12 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.

Table 2

2015-2016 Annual Report on Institutional Programs of Cultural Diversity				
Description of Way Institution Addresses Cultural Diversity Among its Students, Faculty, and Staff				
FROSTBURG STATE UNIVERSITY				
A	*B*	*C*	*D*	*E*
Recruitment and Retention of Underrepresented Students, Faculty, and Staff	**Creates Positive Cultural Interactions and Awareness among Students, Faculty, and Staff**	**Uses Cultural Sensitivity Instruction and Training for Students, Faculty, and Staff**	**Uses Administrative Structures, Offices, Councils, and Diversity Officers**	**Uses Targeted Programs and Services to Achieve Cultural Diversity Goals**
Enhancing marketing and recruitment efforts that target underrepresented students.	Implementing intervention initiatives for at-risk students (primarily racial minority), including advising and support with engagement of faculty and staff.	Freshman Orientation Courses (ORIE 101); and freshman-oriented programs such as the NCBI Introductory Workshop—required for all freshman students.	Academic Success Network (ASN) - Promotes efforts of programs and goals for increasing students' success and retention.	Academic Success Network (ASN) - Promotes efforts of programs and goals for increasing students' success and retention.
Familiarizing select High School students, teachers, and administrators with Frostburg's programs and services. The Admission Office hosts bust trips to FSU from primarily minority high schools.	Conducting workshops based on the National Coalition Building Institute (NCBI) best practices for students, faculty, and staff.	"Identity and Difference" courses in the GEP Program.	Center for Academic Advancing and Retention (CARR)	Programs Advancing Student Success (PASS) - Promotes efforts for student success throughout their programs of study.
Enhancing and promoting college-readiness programs such as: the Upward Bound program, and the Upward Bound Regional Math & Science Center.	Establishing "Work Groups" to implement PACDEI's five primary objectives - focused on cultural and diversity issues affecting students, faculty and staff.	Language and Culture Courses offered in the "Humanities" section of the GEP Program.	The ADA/EEO and Immigration Compliance Office	Freshman Progress Survey - Designed to identify issues that might impact students' success.
Increasing the number of underrepresented students transferring from community colleges.	Providing institutional support, organizational structures, and resources needed for the establishment of identity and advocacy groups to support and promote awareness around student organizations on campus:	Interdisciplinary (IDIS) courses offered in the "FSU Colloquia" section of the GEP Program. Interdisciplinary topics vary and include topics on: social problems, culture and identity, concepts of equality and justice, etc.	Title IX Compliance - The Office of Gender Equity	Championship Forum Program - A program for improving the persistence rate of Pell-awarded, academically at-risk freshman and sophomore male students.
Continuing existing programs intended to enhance student success and increase underrepresented minority and first-generation student retention and graduation rates.	Assigning faculty mentors (faculty-student pair mentor structure) for intense advising, study strategies, and academic enrichment for underrepresented minorities enrolled in the McNair Scholars Program.	English as a Second Language (ESL) courses to incoming international students whose English language scores are on the lower end of FSU requirement.	The Diversity Center	TRIO Student Support Services (SSS) - Provides services to low-income, first-generation students, or students with disabilities who are academically underprepared to support them persist through graduation.
Adding new programs intended to enhance student success and increase underrepresented minority and firs-generation student retention and graduation rates.	Developing international partnerships with higher education institutions abroad to increase the diversity of international exchange students.	Study abroad programs and activities sponsored by the Center for International Education (CIE) to increase opportunities for international cultural exchange.	The President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI)	Academic Enrichment Series (AES) - Student-centered workshops focused on personal and career development.
Conducting campus workshops and activities designed to introduce students to the life-on-campus and support, including living in a diverse community.	Designing and implementing monthly cultural activities (events and trips) offered by the CIE to introduce international students to American cultures.	Courses from the Women's Studies Program offered as options in the "Identity and Difference" category within the General Education (GEP) Program. The Women's Studies Program is a multicultural minor program.	President's Advisory Council Against Gender-Based Violence (PACAGBV)	Beacon Early-Alert System: A service to provide coaches, academic support staff, freshman advisors, and faculty with opportunities to work with students through support services and improve academic behaviors.

Table 2   *(Continued)*

Description of Way Institution Addresses Cultural Diversity Among its Students, Faculty, and Staff

FROSTBURG STATE UNIVERSITY

Recruitment and Retention of Underrepresented Students, Faculty, and Staff	Creates Positive Cultural Interactions and Awareness among Students, Faculty, and Staff	Uses Cultural Sensitivity Instruction and Training for Students, Faculty, and Staff	Uses Administrative Structures, Offices, Councils, and Diversity Officers	Uses Targeted Programs and Services to Achieve Cultural Diversity Goals
Partnering with other institutions to increase recruitment and retention of underrepresented minorities enrolled in graduate school to expressly pursue doctoral degrees: The McNair Scholarship Program.	Establishing and offering Crisis-Response Conversations - open to students, faculty, and staff and facilitated by NCBI and the Diversity Center as opportunities to bring the university community together to discuss and understand emerging social issues as needed.	Courses from the African American Studies Program offered as options in the "Identity and Difference" category within the General Education (GEP) Program.	The Center for International Education (CIE)	Tutoring Center Services - Services to support students and guide them to reach academic success.
Establishing an online application system to streamline the study abroad process for FSU students.	Establishing international partnerships with higher education institutions abroad to facilitate exchange of international visiting/exchange professors.	The Diversity Retreat - offered every fall semester for students with a main focus on building community through deeper connections.	The President's Leadership Circle (PLC)	Disability Support Services (DSS) - Provides academic support to students and help them persist through graduation.
Sustaining the online onboarding process to streamline the hiring processes of faculty and staff, and increase visibility through transparency and collaboration.	Establishing and offering mentoring and leadership opportunities for students through participation in merit-based university groups (i.e., President's Leadership Circle). Students are mentored by faculty, staff, or administrators, and participate on experiential learning opportunities to hone their intercultural leadership knowledge.	NCBI Training Institute open to students, faculty, and staff. Trained participants will serve as trainers/facilitators of the NCBI Introductory Diversity Workshop required for Freshman in the ORIE 101 Course.	Retention Committee - University Advisory Council on Retention	Retention Committee - Reviews policies and procedures to increase students' retention.
Requiring search committees for faculty and staff hiring to assign a member of the committee to ensure that minority outreach is a priority.	Offering bus trips for students, faculty, and staff to attend GEM Gradlab, a free workshop for graduate school preparation with a special emphasis on underrepresented minorities.	Implementation of the Leadership Series intended to provide managers training leading to increasing employee advancement and retention.		Predictive Analytics Reporting (PAR) Framework, and HelioCampus - Technology platforms to generate dashboards with data on students as they progress through admissions, enrollment, persistence, completion, and graduation.
Adding new partnerships to increase and retain underrepresented graduate students: PROMISE - Maryland's Alliance for Graduate Education and the Professoriate.		Cultural Intelligence Seminar - Part of the FSU Leadership Series, offered to faculty and staff with a focus on managerial skills for working with an increasingly diverse workforce.		Collaboration between the Center for International Education (CIE) and its overseas partner universities for the development of cooperative-degree programs.
		PROMISE Workshop on Enhancing Faculty Understanding of Diversity Issues in Graduate and Postdoctoral Education.		Study abroad Programs and activities sponsored by the CIE to increase opportunities for international cultural exchange.
				Experiential Learning activities designed by the President's Leadership Circle (PLC) as opportunities for students to participate in intercultural experiences to grow in their leadership philosophies, such as traveling abroad and supporting exploited populations to witness the impact of leadership upon cultures and the human experience.
				Campus-hosted activities for both PROMISE AGEP and the Louis Stokes Alliance for Minority Participation (LSAMP) Program on the FSU campus.
Legend				
Y = Yes				
N= No				

Table 3
Efforts to Create Positive Interactions and Awareness among Students, Faculty, and Staff
Narrative

Cultural diversity continues to be highly valued among all members of the campus community. Table 3 outlines and evaluates Frostburg's initiatives and strategies, both curricular and co-curricular, to foster wide-ranging awareness of diversity issues (Goal Four), including those that help increase sensitivity to global perspectives and ideas among campus constituencies (Goal Five).

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. Three campus entities that help to address these priorities are Frostburg State University's Diversity Center, the President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI), and the President's Advisory Council against Gender Based Violence (PACAGBV). In addition, FSU's partnerships with institutions in the University System of Maryland as well as other university's programs contribute to meeting these priorities.

The Diversity Center

The Diversity Center primarily reaches out to racial identity groups and other marginalized student identity groups by 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. Assessment measures for these programs are being developed.

Furthermore, the Diversity Center works to facilitate activities to promote interaction and awareness among students, faculty, and staff. One element of this work includes its collaboration with the Center for Academic Advising and Retention (CAAR) in efforts to retain upper-classmen, reduce the achievement gap, and develop and implement intervention initiatives for at-risk students by providing advising and support to (primarily racial minority) students with the engagement and participation of faculty and staff. Another aspect of this work includes directing the FSU Campus Affiliate of the National Coalition Building Institute (NCBI). Through the work of this organization the center assists CAAR's freshmen retention efforts by coordinating and facilitating an NCBI's Introduction to Diversity Workshop that covers living in a diverse community and respecting and celebrating others' differences. This workshop is required of all first-time, full-time freshmen as part of the programs offered in the Introduction to Higher Education (ORIE 101), the University's required orientation course. Approximately 81% of the freshman in ORIE 101 attended the workshop in fall of 2015.

With the mission of providing students, faculty, and staff with opportunities to increase intercultural understanding and broaden cultural awareness on campus by engaging with cultures different than their own, the Diversity Center offers numerous activities targeting instruction and training on cultural sensitivity, including:

- *Diversity Retreat*: Each fall semester the center holds a two-day Diversity Retreat, which is financially supported by the Black Student Alliance, and has as a centerpiece a full-day, "Building Community through Deeper Connections Diversity Workshop". In the fall-2015 semester a total of 52 students and 3 staff members participated in this retreat, which is prefaced and supported by numerous activities to meet its mission.

- *NCBI Training Institute*: In partnership with the NCBI organization, the center offers the NCBI Training Institute open to FSU campus, and the off-campus community, based on availability. A total of 35 participants including students (17), faculty (9), staff (3), and off-campus community members (4), attended the 2016 training institute co-facilitated by two (2) members from the Diversity Center and the NCBI organization, respectively. As a result of this training, upper-class students—trained through this institute—will join faculty and staff as facilitators of the Introductory Diversity Workshop required for all freshmen students in the ORIE 101 course.

- *Cultural Intelligence Seminar*: As part of the FSU Leadership Series for faculty and staff, sponsored by the Office of Human Resources, the Diversity Center facilitates the Cultural Intelligence Seminar. This instruction/training opportunity focuses on developing managerial abilities and skills for working with an increasingly diverse workforce, and fostering an inclusive workplace environment. In April 2015, the center presented a workshop on *Cultural Intelligence.*

- *Crisis-Response Conversations*: In partnership with NCBI, the center offers campus-crisis response activities as needed. In spring 2015, the center and NCBI facilitators in consort with the FSU President held a "Campus Conversation: Frostburg Cares" in response to the Baltimore Uprising. Approximately 200 faculty, staff, and students attended the event focused on increasing knowledge and awareness about the issues involved, understanding on its impact on students who are residents of that area, and brainstorming ways that students could contribute positively to their communities upon their return. The Holistic Life Foundation planned a follow-up session for spring 2016 to continue the conversation and introduce a working tool to use in times of crisis: "Breathing Love into the Campus Community".

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 2015-16. 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.

President's Advisory Council against Gender Based Violence (PACAGBV)

The President's Advisory Council Against Gender Based Violence (PACAGBV) promotes the creation of a campus environment that supports all people in an atmosphere of mutual respect and understanding by leading campus-wide efforts to educate students, faculty, and staff about the issue of gender-based violence and relating programming, policies, and services. The council has been actively engaged in implementing its mission by coordinating initiatives and programs that focus on gender-based violence including, among others, homophobic hate crimes. One of the PACAGBV key programs is the FSU Safe Zone program designed to support students, faculty, and staff who identify as a Safe Zone advocate on behalf of the lesbian, gay, bisexual, transgender, and queer (LGBTQ) community. The program's goal is to contribute to an open campus climate that is safe, accepting, and just for all members of the University community and through education, advocacy, and awareness empower them to speak out against homophobia and heterosexism. The Council also provides recommendations in light of State and Federal expectations and best practices, and works in collaboration with other units on campus to reach out to the campus community.

Partnerships and other University's Programs

- *McNair Scholars Program*: Since 1991, the Diversity Center and the Office of the Provost have partnered with the University of Maryland College Park, TRiO 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. The Diversity Center continues to work with CAAR and the Office of the Provost by referring students to the support services provided by the program through 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 the program's inception, there have been 80 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 2014-2015 cohort included eight students (two African American males, five African American females, and one Caucasian female), three of whom graduated in December 2014, and five graduated in May 2015.

- *PROMISE- Maryland's Alliance for Graduate Education and the Professoriate (PROMISE-AGEP)*: Since 2012, FSU became a partner in PROMISE-AGEP designed to increase pathways to the professoriate for underrepresented graduate students and postdoctoral fellows in STEM by using a new AGEP investment from the National Science Foundation to recruit, retain, and prepare STEM students in the state of Maryland for academic careers. The PROMISE AGEP program, led by the University of Maryland Baltimore County (UMBC) works with partner USM institutions to prepare students for doctoral study and provide pathways to the professoriate. The USM institutions will join the community colleges to provide mentored teaching experiences on their respective campuses. All activities will be statewide. Through the partnership, FSU's College of Liberal Arts and Sciences participate as an associate member of the University of System of Maryland Louis Stokes Alliance for Minority Participation (LSAMP) Program with a commitment to work to make sure that FSU's underrepresented undergraduate STEM students are represented at USM-wide LSAMP activities.

- *Identity and Difference courses in the General Education Program (GEP)*: The Identity and Difference category in the GEP offers students multiple course options to gain insight into the ways cultural identities and experiences shape individual perspectives of the world and influence interactions with people from different backgrounds.

- *The African American Studies Program and the Women's Studies Program*, through courses in the GEP, provide students with opportunities to explore elements of the world and U.S. History which are often overlooked by developing an understanding of the rich and complex African and African American heritage, and the impact of women and gender in a diverse society, respectively. The two programs also collaborate with other institutional structures to offer events for students, faculty, and staff to highlight social issues and their relationship with these underrepresented groups globally.

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. In the fall 2015 semester, Frostburg enrolled 116 students, including 86 degree-seeking students from 20 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. The CIE works with all departments across campus to ensure a continued growth in international diversity.

<u>Increasing the Number of International Students</u>

Frostburg State University is continually adding exchange partners across the world to increase the diversity of international students and fall 2015 was no exception. The CIE worked to establish new partnerships with institutions in China, Estonia, and Vietnam. Additionally, through these and other strong overseas partnerships, the University welcomed 30 exchange students and 4 visiting professors. The exchange students study English and take academic courses, while the visiting faculty members observe teaching methods, conduct research, and share their knowledge with the Frostburg faculty. During fall 2015, Frostburg continued its work to develop important cooperative-degree programs with five of its overseas partner universities. Once fully established, these programs will bring a large number of international transfer students to the campus to earn a degree from Frostburg State University. The following universities are presently partnering with Frostburg to develop cooperative-degree programs:

- Hunan University of Commerce – B.S. in Economics/Minor in Finance
- China University of Mining and Technology – B.S. in Accounting
- Communication University of China – M.S. in Computer Science
- National United University (Taiwan) – B.S. in Engineering and Business Administration
- Hanoi University of Industry – B.S. in Computer Science

<u>Establishing Strong Connections for International Students</u>

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, the CIE offers numerous cultural activities each month to introduce international students to American cultures.

<u>Increasing International Opportunities for Students</u>

The CIE works diligently not only to increase diversity at the University, but also increase international experiences for Frostburg students and faculty. In spring, summer, and fall 2105, 71 Frostburg students participated in study abroad programs conducted or sponsored by the University. 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 February 2015, the CIE launched the new online application system Horizons/Simplicity. This new online format has helped streamline the study abroad process for Frostburg students.

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 a merit-based honorary program in which senior-level students are nominated by faculty, staff, and administrators. Students selected are representatives of the three colleges in the institution and the diverse demographics of the student population on campus. Through experiential learning opportunities, coordinated by the Office of Leadership and Experiential Learning, PLC students have opportunities to represent the University at key events, and participate in intercultural experiences to grow in their leadership philosophies, such as traveling abroad and be part of supporting exploited populations to witness the impact of leadership upon cultures and the human experience.

The PLC promotes students' intercultural understanding and diversity awareness through experiential exposure to global topics (i.e. climate change) and their cultural impact (i.e. access to clean drinking water in 3rd world countries). 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, India, Ecuador, Uganda, the United Arab Emirates, and the Czech Republic.

In AY 2015-2016, the President's Leadership Circle included 12 top performing student leaders on the FSU campus. These students were divided into two smaller groups to participate in unique experiential learning opportunities in rural villages of Uganda, to assist with Water School (the university's partner) projects in Packwach, especially at the Pachwach Health Center maternity ward, local villages in and around Pachwach in the West Nile region, and Busia in Eastern Uganda. Through this experience, students helped with water purification as well as furthering educational opportunities for rural Ugandans.

Table 3

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity
Efforts to Create Positive Interactions and Awareness Among Students Faculty and Staff
FROSTBURG STATE UNIVERSITY

A	B	C
Provides Cultural Diversity Instruction & Training of Students Faculty and Staff	**Provides Curricular Initiatives that Promote Cultural Diversity in Classroom**	**Provides Co-Curricular Programs and Events for Students**
National Coalition Building Institute (NCBI) Training Institute: Offered by the NCBI organizational and the Diversity Center, and it is open to FSU students, faculty, and staff. Students trained through the NCBI Institute will join faculty and staff as facilitators of the NCBI-Introductory Diversity Workshop required for all freshman students in the ORIE 101 course.	ORIE 101: Introduction to Higher Education course -- a University required orientation course for all freshman. Students enrolled in ORIE must participate in university programs. While some programs are required, students can choose from a variety of options offered, including: • The National Coalition Building Institute (NCBI) Introductory Workshop – Required. Promotes diversity education, understanding and awareness of intercultural differences. • Relating, Dating and Communicating: • StepUp: students can share their thoughts on different scenarios in which bystander intervention has the potential to mitigate incidences of sexual violence.	Diversity Retreat: A weekend-long retreat event held by the Diversity Center and financially supported by the Black Student Alliance. It has as a center piece a full-day, "Building Community through Deeper Connections Diversity Workshop".
Cultural Intelligence Seminar: The seminar is part of the FSU Leadership Series for faculty and staff. The seminar is facilitated by the Diversity Center with a focus on developing managerial abilities and skills for working with an increasingly diverse workforce and fostering an inclusive workplace environment.	"Identity and Difference" courses in the GEP Program. This category includes a group of courses designed to meet the *Modes of Inquiry* requirements for the GEP Program. Students can choose from a list of 30 courses, available as options: AAST 200 Intro. to African American Studies AAST 400 Africans of the Diaspora ART 301 Artistic Traditions: Asia ART 302 Artistic Traditions: Africa & the Americas CMST 350 Intercultural Communication ENGL 231 African American Literature GEOG 104/114* Human Geography GEOG 110 World Regional Geography: Cultural Diversity GEOG 427 Geography of Languages and Religions HIST 100/111*The Contemporary World in Historical Perspective HIST 418 Native Peoples of the Americas HIST 436 Women's Issues in World History HLTH 125 Health and Culture INST 150 Introduction to World Religions INST 200 Intro. to International Studies MDFL 111 Intercultural Understanding MDFL 301 Latin American Women's Issues MUSC 117 Music of Africa, Asia & the Americas MUSC 250 Gender and Sexuality in Music MUSC 311 Jazz History PHIL 308 Political Philosophy PHIL 311 Asian and African Philosophy PHIL 409 Philosophy and Women POSC 131 Introduction to Comparative Politics PSYC 220 Psychology of Women PSYC 325 African American Psychology RECR 100 Leisure & Diverse American Culture SOCI 224 Cultural Anthropology SOCI 305/SOWK 305 Racial & Cultural Minorities WMST 201 Introduction to Women's Studies	Events organized by the Center for International Education (CIE) - Cultural events and trips offered throughout the semester for international students to facilitate the development of intercultural connections: • Trip to Lurray Caverns • Bus trip to Washington D.C. • Alternative Spring Break (Civic Engagement) • Ski Trip at the WISP • Chinese New Year Celebration • Thanksgiving Dinner Celebration • The Elephant Wrestler Theater Performance • Bus trip to Baltimore, MD • Chinese Tea Ceremony • Cricket Tournament • Authentic Indian Yoga Classes • Bollywood Masala Orchestra and Dancers of India Theater Performance • Visit to Amish Community in Lancaster, PA • Colorful China Theater Performance • Visit to Valley Forge National Historic Park • Appalachian Festival at FSU • African-American History Trip to D.C.

Table 3 (Continues)

Efforts to Create Positive Interactions and Awareness Among Students Faculty and Staff

FROSTBURG STATE UNIVERSITY

Provides Cultural Diversity Instruction & Training of Students Faculty and Staff	Provides Curricular Initiatives that Promote Cultural Diversity in Classroom	Provides Co-Curricular Programs and Events for Students
Academic Achievement Program's McNair Scholars - A partnership between FSU and University of MD College Park, to increase the number of underrepresented minorities attending graduate school and pursuing doctoral degrees.	Language and Culture courses offered in the *Humanities* section of the GEP Program.: SPAN 250: Overview of Spanish Language & Culture FREN 250: Overview of French Language & Culture	Crisis-Response Conversations: Events offered by the NCBI and the Diversity Center to students and the campus community as opportunities to discuss and understand current -emerging social issues, as needed.
The Safe Zone Program - An event organized by the FSU President's Advisory Council Against Gender-Based Violence (PACAGBV) to support students, faculty, and staff who identify as a Safe Zone advocate on behalf of the lesbian, gay, bisexual, transgender, and queer (LGBTQ) community. The program's goal is to contribute to an open campus climate that is safe, accepting, and just for all members of the University community.	FSU Colloquia - Interdisciplinary (IDIS) courses offered in the "FSU Colloquia" section of the GEP Program. Course topics vary and include: IDIS 150: Campus Social Problems. IDIS 150: Equal Protection and Justice. IDIS 150: Exploring American Culture. IDIS 150: Exploring Leadership. IDIS 150: Leadership for Men and Women.	Study abroad programs and activities sponsored by the Center for International Education (CIE) to increase opportunities for international cultural exchange: • FSU is currently affiliated with study abroad vendors—Offer overseas experiences to students (semester, year-long, summer, and intersession). Many of these vendors also provide opportunities for internships, experiential learning, and volunteering abroad. • Exchange Programs—through partnerships between FSU and universities around the world, students are offered opportunities to study abroad at a lower cost. • Faculty-led Study Abroad Programs—FSU faculty members lead a group of students in an overseas experience (either for credit or a leadership experience).
	English as a Second Language (ESL) courses for incoming international students: MDFL 190: Special Topics in Foreign Language and Literature MDFL 111: Intercultural Understanding ENGL 101: Freshmen Composition	Experiential Learning activities coordinated by the Office of Experiential Learning and Leadership. As members of the FSU President's Leadership Circle (PLC), students participate in intercultural - experiential learning activities designed as opportunities to get engaged in international programs to support exploited populations while developing awareness of global social issues.
		Events organized by the Women's Studies Program and offered to students, faculty, and staff featuring guest speakers as well as FSU faculty to highlight the impact of women on current social issues and the effect of current social problems on women - globally.
		Events organized by the African American Studies Program and offered to students, faculty, and staff featuring guest speakers as well as FSU faculty, including: - On-campus screening of "The New Black" in partnership with the Maryland Office of Civil Rights - "The Thinning of the Thin Blue Line: The Struggle for Renewed Legitimacy in American Policing" - Capoeira (Afro-Brazilian blend of martial arts) workshop - Erica Dawson Poetry Reading - "Lessons from the Jim Crow Museum" - A lecture by the founder of the Jim Crow Museum of Racist Memorabilia, - "HIP HOP'S Reshaping of the Music Industry in the Age of Social Media, a lecture by FSU faculty. - Conflict Kitchen event organized FSU faculty.
Legend		
Y = Yes		
N = No		

Table 4
The Institution Has a Process for Reporting Campus-Based Hate Crimes

The University's process for responding to hate crimes and bias motivated incidents remains the same as documented in the 2015 Cultural Diversity Program Report. 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 2015 to February 2016), there was one reported bias-motivated incident. University Police investigated the incident (see Table C below).

Table C
Status Report on Campus-Based Hate Crimes and Bias-Motivated Incidents
February 2015 to February 2016

Date	Location	Incident	Summary
10/27/15	University Drive/College Ave Lot (FSU Campus)	Hate Crime	Three Frostburg State University Students reported, while on campus in the vicinity of University Drive and College Avenue lot, occupants of a passing vehicle began to yell racial slurs and threw bottles and tooth picks at them.

Source: University Police Department

Table 4

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity
Institution has a Process for Reporting Campus-Based Hate Crimes
FROSTBURG STATE UNIVERSITY
Yes.
The University Police Department leads the process for responding and reporting campus-based hate crimes. 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.
Legend
Y = Yes
N = No

Section II
DEMOGRAPHIC DATA

Appendix A
Comparison Tables for Students,
Faculty, and Staff

This section includes the Appendix A with comparison data for 2013-2014, 2014-2015, and 2015-2016 with that of 2009-2010. The data is presented in the following tables:

- ⋏ **Table 5**: *Comparison Table for Students*

- ⋏ **Table 6**: *Comparison Table for Faculty*

- ⋏ **Table 7**: *Comparison Table for Staff*

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

Table 5
Student Headcount by Career

Updated March 21, 2016

Career		Fall 2009 Male N	Female N	All N	%	Fall 2013 Male N	Female N	All N	%	Fall 2014 Male N	Female N	All N	%	Fall 2015 Male N	Female N	All N	%
Doctorate	Unknown	.	.	.	.	.	.	.	.	.	.	.	.	2	3	5	6.76
	African American/Black	.	.	.	.	.	.	.	.	.	1	1	1.45	.	1	1	1.35
	Amer Ind or Alaska Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Hisp/Latino	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	White	.	.	.	.	.	.	.	.	21	45	66	95.70	21	45	66	89.20
	Other	.	.	.	.	.	.	.	.	.	1	1	1.45	.	1	1	1.35
	Native Hawaiian or Pac Island	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Two or More Races	.	.	.	.	.	.	.	.	1	.	1	1.45	1	.	1	1.35
	All	.	.	.	.	.	.	.	.	22	47	69	100	24	50	74	100
Graduate	Unknown	5	9	14	2.22	18	13	31	4.03	39	26	65	9.83	47	53	100	13.90
	African American/Black	9	11	20	3.17	16	30	46	5.97	19	32	51	7.72	15	26	41	5.69
	Amer Ind or Alaska Nat	1	2	3	0.48	.	2	2	0.26	.	1	1	0.15	.	1	1	0.14
	Asian	1	2	3	0.48	12	5	17	2.21	11	4	15	2.27	8	6	14	1.94
	Hisp/Latino	.	4	4	0.63	6	6	12	1.59	4	5	9	1.36	5	2	7	0.97
	White	168	404	572	90.8	231	394	625	81.17	185	298	483	73.10	190	302	492	68.20
	Other	6	8	14	2.22	16	11	27	3.51	13	11	24	3.63	45	14	59	8.18
	Native Hawaiian or Pac Island	.	.	.	.	1	.	1	0.13	1	.	1	0.15	.	.	.	.
	Two or More Races	.	.	.	.	4	5	9	1.17	4	8	12	1.82	2	5	7	0.97
	All	190	440	630	100	304	466	770	100	276	385	661	100	312	409	721	100
Undergraduate	Unknown	46	60	106	2.23	28	24	52	1.11	28	24	52	1.06	23	23	46	0.93
	African American/Black	551	576	1127	23.7	663	609	1272	27.04	708	706	1414	28.77	776	753	1529	30.80
	Amer Ind or Alaska Nat	9	9	18	0.38	3	2	5	0.11	3	2	5	0.10	4	8	12	0.24
	Asian	44	33	77	1.62	31	28	59	1.25	37	47	84	1.71	30	47	77	1.55
	Hisp/Latino	69	54	123	2.59	100	110	210	4.46	105	130	235	4.78	123	130	253	5.10
	White	1683	1574	3257	68.5	1448	1398	2846	60.50	1367	1446	2813	57.23	1295	1446	2741	55.30
	Other	14	33	47	0.99	42	45	87	1.85	43	55	98	1.99	59	32	91	1.83
	Native Hawaiian or Pac Island	.	.	.	.	3	2	5	0.11	2	2	4	0.08	1	1	2	0.04
	Two or More Races	.	.	.	.	83	85	168	3.57	95	115	210	4.27	106	104	210	4.23
	All	2416	2339	4755	100	2401	2303	4704	100	2388	2527	4915	100	2417	2544	4961	100
All		2606	2779	5385	100	2705	2769	5474	100	2686	2959	5645	100	2753	3003	5756	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 6
Instructional Faculty
Split By Tenure/Tenure Track and Non-Tenure Track

Updated March 21, 2016

Year

Tenure Status	Race/Ethnicity*	2009 Male N	Female N	All N	All %	2013** Male N	Female N	All N	%	2014** Male N	Female N	All N	%	2015** Male N	Female N	All N	%
Non-Tenure Track	Unknown	.	.	.	.	1	.	1	0.56	5	5	10	5.81	2	3	5	3.01
	African American/Black	.	2	2	1.34	.	3	3	1.69	.	2	2	1.16	2	2	4	2.41
	Amer Ind or Alaska Nat	.	.	.	.	.	1	1	0.56	1	.	1	0.58	1	.	1	0.60
	Asian	3	1	4	2.68	1	2	3	1.69	1	1	2	1.16	2	1	3	1.80
	Hisp/Latino	.	3	3	2.01	1	3	4	2.25	1	2	3	1.74	.	1	1	0.60
	White	64	76	140	93.96	80	84	164	92.13	65	86	151	87.79	69	81	150	90.36
	Other	.	.	.	.	2	.	2	1.12	.	2	2	1.16	.	2	2	1.20
	Native Hawaiian or Pac Island	.	.	.	.	.	.	.	.	1	.	1	0.58	.	.	.	.
	All	67	82	149	100	85	93	178	100	74	98	172	100	76	90	166	100
Tenure/ Tenure Track	Unknown	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	African American/Black	7	2	9	4.27	6	2	8	3.74	6	3	9	4.21	7	3	10	4.65
	Asian	9	7	16	7.58	12	7	19	8.88	11	6	17	7.94	10	6	16	7.44
	Hisp/Latino	1	3	4	1.9	1	2	3	1.40	1	3	4	1.87	1	3	4	1.86
	White	116	66	182	86.26	111	73	184	85.98	106	70	176	82.24	107	71	178	82.79
	Other	.	.	.	.	.	.	.	.	6	2	8	3.74	6	1	7	3.26
	All	133	78	211	100	130	84	214	100	130	84	214	100	131	84	215	100
All		200	160	360	100	215	177	392	100	204	182	386	100	207	174	381	100

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

*Data reported for fall 2009 based on the 1977 race/ethnicity codes. Fall 2013 through Fall 2015 data based on the new race/ethnicity codes.

** 2013 through 2015 data reflect the Maryland Higher Education Commission's Standard Occupational Classifications..

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

Table 7   **Updated March 21, 2016**

Staff by Principal Occupational Assignment

		Year															
		2009				2013**				2014**				2015**			
		Male	Female		All	Male	Female		All	Male	Female		All	Male	Female		All
Occupational Code	Race/Ethnicity*	N	N	N	%	N	N	N	%	N	N	N	%	N	N	N	%
Exec/Admin/Mngr	Unknown	.	.	.	.	4	5	9	3.7	1	2	3	1.25	2	4	6	2.49
	African American/Black	2	1	3	5.17	.	.	.	.	4	5	9	3.75	3	6	9	3.73
	Amer Ind or Alaska Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Asian	.	.	.	.	4	.	4	1.65	4	.	4	1.67	4	.	4	1.66
	Hisp/Latino	.	.	.	.	1	1	2	0.82	.	.	.	.	1	.	1	0.41
	White	35	20	55	94.83	104	124	228	93.83	98	125	223	92.92	98	123	221	91.7
	Other	.	.	.	.	.	.	.	.	1	.	1	0.42	.	.	.	.
	All	37	21	58	100	113	130	243	100	108	132	240	100	108	133	241	100
Teaching Assist	White	.	.	.	.	.	.	.	.	2	5	7	100	2	5	7	100
	All	.	.	.	.	.	.	.	.	2	5	7	100	2	5	7	100
Professional	Unknown	.	1	1	0.65	2	1	3	2.97	4	.	4	4.12	6	3	9	9.47
	African American/Black	4	5	9	5.81	1	5	6	5.94	4	2	6	6.19	.	1	1	1.05
	Amer Ind or Alaska Nat	1	.	1	0.65	.	.	.	.	.	.	.	.	.	.	.	.
	Asian	3	.	3	1.94	.	1	1	0.99	2	1	3	3.09	1	2	3	3.16
	Hisp/Latino	.	.	.	.	1	1	2	1.98	.	1	1	1.03	.	.	.	.
	White	60	81	141	90.97	28	61	89	88.12	23	56	79	81.44	26	55	81	85.26
	Other	.	.	.	.	.	.	.	.	.	3	3	3.09	.	.	.	.
	Two or more races	.	.	.	.	.	.	.	.	.	1	1	1.03	.	1	1	1.05
	All	68	87	155	100	32	69	101	100	33	64	97	100	33	62	95	100
Clerical	Unknown	.	2	2	1.05	2	2	4	2.26	5	9	14	7.78	4	10	14	.
	African American/Black	1	7	8	4.19	6	7	13	7.34	5	6	11	6.11	4	2	6	.
	Amer Ind or Alaska Nat	.	.	.	.	.	.	.	.	1	.	1	0.56	1	.	1	.
	Asian	.	3	3	1.57	.	1	1	0.56	1	3	4	2.22	.	3	3	.
	Hisp/Latino	1	.	1	0.52	1	.	1	0.56	1	1	2	1.11	1	1	2	.
	White	25	152	177	92.67	32	122	154	87	28	118	146	81.11	22	114	136	.
	Other	.	.	.	.	2	2	4	2.26	.	.	.	.	1	.	1	.
	Two or More Races	.	.	.	.	.	.	.	.	1	1	2	1.11	.	1	1	.
	All	27	164	191	100	43	134	177	100	42	138	180	100	33	131	164	100
Technical	Hisp/Latino	1	.	1	2.17	.	.	.	.	.	.	.	.	.	.	.	.
	White	24	21	45	97.83	1	6	7	100	1	6	7	100	.	6	6	100
	All	25	21	46	100	1	6	7	100	1	6	7	100	.	6	6	100
Skilled Crafts	Unknown	.	.	.	.	.	.	.	.	2	1	3	3.3	2	1	3	3.19
	African American/Black	.	.	.	.	1	1	2	2.11	.	1	1	1.1	.	1	1	1.06
	Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Hisp/Latino	.	.	.	.	1	.	1	1.05	1	.	1	1.1	1	.	1	1.06
	White	34	1	35	100	47	45	92	96.84	44	42	86	94.51	48	41	89	94.68
	All	34	1	35	100	49	46	95	100	47	44	91	100	51	43	94	100
Serv/Maint	Unknown	.	.	.	.	.	.	.	.	2	.	2	4.26	2	.	2	4.16
	African American/Black	.	3	3	3.53	1	.	1	1.89	.	.	.	.	.	.	.	.
	Asian	.	1	1	1.18	.	.	.	.	.	.	.	.	.	.	.	.
	White	45	36	81	95.29	51	1	52	98.11	44	1	45	95.74	45	1	46	95.83
	All	45	40	85	100	52	1	53	100	46	1	47	100	47	1	48	100
All		236	334	570	100	290	386	676	100	279	390	669	100	274	381	655	100

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

*Data reported for fall 2009 based on the 1977 race/ethnicity codes. Fall 2013 through Fall 2015 data based on the new race/ethnicity codes.

** 2013 through 2015 data reflect the Maryland Higher Education Commission's Standard Occupational Classifications.

SALISBURY UNIVERSITY

2015-2016 PROGRESS REPORT ON INSTITUTIONAL PROGRAMS

OF CULTURAL DIVERSITY[1]

April 2016

Cultural Diversity Planning at Salisbury University

I.   CULTURAL DIVERSITY PLAN, IMPLEMENTATION STRATEGY, AND TIMELINE FOR MEETING GOALS WITHIN PLAN

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 aspects of our Strategic Plan.

Our efforts to recruit a diverse group of students, implemented through a comprehensive Enrollment Master Plan, continue to yield significant results. Total enrollment for undergraduate and graduate students has increased 6% compared to baseline year 2009-2010. In the same period, there was a 50.2% increase in minority undergraduate students (including NRA) and a 63.0% increase in minority graduate students (including NRA), which includes a 337% increase in NRA undergraduate students, and a 244% in NRA graduate students. As of fall 2015, minority students 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.

We have implemented various programmatic initiatives for retention of our increasingly diverse student body, including the Center of Student Achievement and the Writing Center, Living Learning Communities, Math Placement initiatives, TRiO programs, and mid-semester reporting and advising initiatives. These initiatives are central to our goal to support student identity, inclusiveness, engagement, and success. In the upcoming year, we plan on conducting a campus climate survey to identify areas in need of attention, and developing a Diversity & Inclusion Strategic Plan to address them over the coming years.

An emphasis has been placed on curricular initiatives that promote cultural diversity in the classroom, and creating an engaged global learning environment in which all students develop international and cross-cultural skills and an enhanced global consciousness in order to thrive as professionals, citizens, and individuals in an increasingly interdependent world. We continue to evaluate entire curriculum, including General Education and existing majors, to determine whether the curriculum continues to meet the demands of the contemporary workforce. The General Education Steering Committee continues to review general education at Salisbury University, including whether the learning outcomes adequately support these stated goals. Schools and programs have also focused on curricular development, as noted in Table 3.

SU's international initiatives represent a strategic complement to the University's comprehensive diversity efforts by attracting a more diverse student body and faculty to main campus in Maryland, and by structurally exposing students to people and places around the world as part of their academic curriculum. Total study abroad

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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."

numbers for 2015-2016 are not complete, but we estimate a total of 350 students to study abroad for academic credit. In comparison to the base year of 2009-2010, the number of students studying abroad for full semesters has increased by 75%. In addition, SU welcomed a continuing flow of J-1 Visiting Scholars to the faculty, and continued to expand its portfolio of international partnerships with the goals of improving international student recruitment, education abroad programming, and faculty and research collaborations.

In addition to these and other curricular initiatives, just as we expect our students to be engaged in the classroom, we also are cognizant of the University's role in preparing students to be engaged citizens. Faculty, staff, and students must be able to celebrate both our diversity in its broadest definition as well as elements of a common identity as members of the Salisbury University. The University continues to provide a wealth of co-curricular programs and events for students that create positive cultural interactions and awareness, as well as cultural sensitivity instruction and training opportunities for faculty, staff and students.

While we are proud of our progress, we recognize that fostering a diverse and inclusive campus community is a continuous process, and we continue to look for areas in need of particular attention. While our campus is more diverse today than ever before, we must continue our efforts to recruit a group of students that more closely reflects the diversity present at the state-level, as well as increase diversity among tenure/tenure-track faculty, executive and professional staff. We must also continue to focus on fostering cultural competence among our students, faculty, and staff, increasing the number of students studying abroad, and expanding cultural competence training opportunities for students, faculty, and staff.

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

II. DESCRIPTION OF WAY INSTITUTION ADDRESSES CULTURAL DIVERSITY AMONG ITS STUDENTS, FACULTY, AND STAFF

A. Recruitment and retention of underrepresented students, faculty, and staff

SU continues to implement both general and targeted recruitment initiatives. Institution-wide initiatives include the Test-Optional Policy, on-the-spot admissions, and partnerships with college access groups. Prospective students and local youth are invited to our campus through admissions bus tours, the Multicultural Alliance Day and Reception, and the Multicultural Leadership Summit. Minority prospective students are further engaged through targeted communications, such as a welcome letter from the Organization of Latin American Students, and the Powerful Connections Program, which aims to assist students from underrepresented groups in the transition from high school to college.

Additionally, individual schools developed innovative curricular efforts to engage diverse students, and engaged in targeted outreach and programs that provide opportunities for youth and prospective students to experience our campus, including the Henson School of Science and Technology and the Fulton School of Liberal Arts, and the Seidel School of Education and Professional Studies.

Meanwhile, the University continued to implement efforts to recruit a diverse talent pool. The Office of Institutional Equity conducts reviews of Recruitment Plans and Candidate Pool/Finalist Reports to ensure the fairness of the search and selection process. Additionally, SU placed an additional ad 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.

B. Positive cultural interactions and awareness among students, faculty, and staff

See Table 3.

C.   Cultural sensitivity instruction and training for students, faculty, and staff

See Table 3.

D.   Use of administrative structures, offices, councils, and diversity officers

1.   *Adminitrative units* – The President's Office and each division houses administrative units that play a critical role in addressing cultural diversity on the SU campus. The President's Office oversees the Office of Institutional Equity: Fair Practices, Diversity, and Inclusion. The Office of the Provost provides leadership for the Office of Cultural Affairs, the Salisbury Nationally Competitive Fellowships Office, and the Veteran Affairs Office. Under the Vice President of Student Affairs are the Multicultural Student Services Office, the Office of Student Disability Support Services, and the TRiO ACHIEVE Student Support Services program.

2.   *School-Level Structures* – The following structures are located within each school: Fulton Public Humanities Initiative and the Institute for Public Affairs and Civic Engagement (Fulton School of Liberal Arts), Bienvenidos a Delmarva and GraySHORE (Perdue School of Business); Diversity Special Interest Group (Seidel School of Education and Professional Studies).

3.   *Department-Level Structure* – Example of diversity-related initiatives supported by individual departments include: Accommodations Task Force (Nursing), Cultural Laureate Program (Cultural Affairs), Diversity Campus Connection Team (Housing and Residence Life), and the Multicultural Alliance of Organizations (Multicultural Student Services)

4.   *Shared Governance* – The University Consortium includes two standing committees tasked especifically with issues related to the University's cultural diversity plan: the Consortium Cultural Affairs Committee and the Consortium Diversity & Inclusion Committee.

5.   *Other Structures* – Other collaborative structures include the African American History Month Committee, the Native American Heritage Month Planning Committee, the SU Chapter of USM Women's Forum, the Web Accessibility Workgroup, and the Women's History Month Committee.

E.   Use of targeted programs to achieve cultural diversity goals

While we have an overarching commitment to development programmatic efforts that are supportive of our strategic planning goals, a number of targeted programs are specifically identified in our strategic plan as central to achieving our cultural diversity goals. These programs are listed in Table 2. While these programs have already been fully implemented, their continued success is of strategic importance for the University.

III.   EFFORTS TO CREATE POSITIVE INTERACTIONS AND AWARENESS AMONG STUDENTS, FACULTY, AND STAFF

A.   Cultural Diversity Instruction and Training for Students, Faculty, and Staff

This year, through the Office of Institutional Equity, the following programs were offered to faculty, staff, and students: the Maryland Coalition against Sexual Assault (MCASA)'s Eastern Shore Regional Training, Exploring the Needs of LGBTQ Students: Concepts and Considerations, the Penn Summit on Responding to Racism in College and University Campuses, and Safe Space workshops.

Additionally, individual units implemented targeted training efforts. Housing and Residence Life professional Staff participated in: a) a dedicated Safe Space workshop, b) a webinar on Transgender Students on Campus, to which staff members from other departments were invited, and c) group discussions for that covered

topics of race, privilege, and feminism, and d) "Diversity Day" activities focused on various diversity and inclusion topics, such as feminism and race. Additionally, as part of the Resident Assistants training program, RAs participated in presentations on Diversity and Inclusion and Fair Practices, Mental Health, and Race. The Seidel School of Education and Professional Studies hosted the Holocaust Educators Network Summer Institute, through which thirteen teachers from throughout the mid-Atlantic region attended a week-long intensive seminar on teaching about the Holocaust and social justice, the *Teaching about Racism* faculty training workshop on pedagogy regarding racism for social work faculty, and *What's the T? Becoming a Trans Inclusive Professional,* a continuing education workshop open to community professionals, faculty, and students regarding the lived experiences of transgender people.

B.   Curricular Initiatives that Promote Cultural Diversity in Classroom

In the Fulton School of Liberal Arts, new faculty hires with expertise in African history, South Asian history and East Asian history, as well as diverse faculty hire with expertise in the growing field of Multicultural Psychology were welcomed to the School. An Anthropology track and minor are now offered. A one-credit, pass-fail Special Topics course offered under Interdisciplinary Studies 280 was implemented. In spring 2016, the topic "Interrogating Inequality" attracted an enrollment of 50+ students. The course "Spanish for Heritage Speakers" has been designed to improve the writing and speaking skills of our Latino/Hispanic students on campus.

In the Henson School of Science and Technology, nearly every 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 program has many illustrations of how cultural sensitivity, cultural competency, health literacy, and health disparities are taught and practiced.

In the Seidel School of Education and Professional Studies, the following foundational behavior is found across the Athletic Training curriculum; in all courses and in every required clinical experience: a) demonstrate awareness of the impact that clients'/patients' cultural differences have on their attitudes and behaviors toward healthcare, b) demonstrate knowledge, attitudes, behaviors, and skills necessary to achieve optimal health outcomes for diverse patient populations, and c) work respectfully and effectively with diverse populations and in a diverse work environment.

C.   Co-Curricular Programs and Events for Students

Co-curricular programs and events for students play a central role in preparing students to be engaged citizens, and support our goal to support student identify, inclusiveness, engagement, and success. These programs are too abundant to enumerate, and are carried out by various units throughout our campus. The Student Affairs division has primary responsibility for co-curricular efforts to support and enhance the academic success of our students through all of its constituent departments, including Housing and Residence Life, the Office of Student Activities, Organizations, and Leadership, Multicultural Student Services, and the Office of Student Disability Support Services.

In the Academic Affairs division, the Office of Cultural Affairs continued to complement the University's academic offerings through a full calendar of events including dance, films and musical performances. In addition, the Fulton School of Liberal Arts, through its Fulton Public Humanities Program, supports, organizes, and develops academic programs and events that promote public awareness and understanding of marginalized groups, moments, and events in history. Finally, the Seidel School of Education and Professional Studies has placed an increased focus on public lecture offerings on topics related to diversity and inclusion.

Finally, our Advancement and External Affairs division promote cultural awareness and engage our alumni and local community with our campus and current students through special events and affinity groups.

APPENDICES

Table 1

	2015-2016 Annual Report on Institutional Programs of Cultural Diversity						
	Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within Plan						
Salisbury University							
A	**B**	**C**	**D**	**E**	**F**	**G**	
Diversity Plan	**Goals and Timeline**	**Implementation Strategies**	**Areas of Emphasis/Targeted Services for Specific Populations**	**Evaluation of Program**	**Goal Progress Compared to Base Year: 2009-2010**	**Areas of Needed Improvements**	
Y	Strategic Plan 2014-2018 Goal 1: Educate students for campus, career, and life Focus Area 1: Academic Programming	1.1: Evaluate entire curriculum, including General Education and existing majors, to determine whether the curriculum continues to meet the demands of the contemporary workforce.	a. Support curricular innovation to meet changing individual, societal, workforce needs. b. Ensure every undergraduate at SU has the opportunity to participate in enriching experiences outside the classroom that will promote engaged citizenship and bolster their opportunities for future employment and success. c. Continue to work to provide internship opportunities for students in all disciplines	N			
Y	Strategic Plan 2014-2018 Goal 1: Educate students for campus, career, and life Focus Area 2: Recruit and Retain a Diverse Group of Students	1.6: Implement Enrollment Master Plan.	a. Increase communication between Admissions and academic programs to align enrollment and academic initiatives. b. Increase marketing resources as funds are available.	Y (annual)	a. From base year 2009-2010: 50.2% increase in minority undergraduate students (including NRA), and 63.0% increase in minority graduate students (including NRA).	a. Continue efforts to recruit a group of students that more closely reflects the diversity present at the state level.	
Y	Strategic Plan 2014-2018 Goal 1: Educate students for campus, career, and life Focus Area 2: Recruit and Retain a Diverse Group of Students	1.7: Fully support programmatic initiatives for retention, including the CSA and the Writing Center, Living Learning Communities, Math Placement initiatives, TRiO programs, and mid-semester reporting and advising initiatives.	a. Provide resources to assure these services are successful and fully functional. b. Provide appropriate staffing so that the CSA and Writing Center are open throughout the year. c. Ensure that the OSDSS is sufficiently staffed to serve students with documented disabilities.	N			

Table 1

Y	Strategic Plan 2014-2018 Goal 1: Educate students for campus, career, and life Focus Area 3: International Students and Study Abroad	1.8: Create an engaged global learning environment in which all students develop international and cross-cultural skills and an enhanced global consciousness in order to thrive as professionals, citizens, and individuals in an increasingly interdependent world.	a. Partner with academic schools to determine strategic alliances with international universities and programs. b. Increase percentage of students studying abroad on semester or year-length programs from 18% to 40% of total students studying abroad. c. Increase the number of matriculated international students. d. Design academic programs of interest to an international market at the undergraduate and graduate level. e. Continue to develop ELI as a pathway for international students to become full-time students at SU. f. Collaborate with the ELI to establish defined "Pathways" to bring international students into graduate programs through the ELI as an alternative to traditional TOEFL or IELTS testing.	Y (annual)	a. From base year 2009-2010: 337% increase in NRA undergraduate students. 244% in NRA graduate students. b. 23% of SU students studying abroad for credit in AY 2014-15 did so on semester-length programs c. From base year 2009-2010: the number of students studying abroad for full semesters has increased by 75%.	a. Increase number of students studying abroad.
Y	Strategic Plan 2014-2018 Goal 3: Foster Community	3.1 Increase the diversity of students, faculty, and staff.	a. Continue to recruit and graduate a diverse student body. b. Explore the creation of selected post-doctoral teaching appointments to help increase the diversity of our faculty. c. Determine whether Fulbright professorships, visiting professor appointments, or partnerships with external groups such as the "Ph.D. Project" can assist in diversifying faculty. d. Continue to implement strategies to diversify staff.	Y (annual)	a. From base year 2009-2010: 12.2% increase in minority tenure/tenure-track faculty. 128.6% increase in minority non-tenure track/other faculty. 10.2% increase in minority staff.	a. Increase diversity among tenure/tenure-track faculty. b. Increase diversity among executive and professional staff.
Y	Strategic Plan 2014-2018 Goal 3: Foster Community	3.2 Centralize administrative functions related to equity and diversity on campus through creating the Office of Institutional Equity.	a. Provide training and enforcement of fair practices and Title IX regulations. b. House the Office of Diversity.	Y (annual)	a. Between 09/03/15 and of 3/16/2016, 47% completion rate for fair practices and Title IX online training modules. b. No data available for base year.	a. Increase completion rate for fair practices and Title IX training modules.

Table 1

Y	Strategic Plan 2014-2018 Goal 3: Foster Community	3.8: Develop mechanisms to support student identity, inclusiveness, engagement, and success.	a. Conduct Campus Climate Survey. b. Develop Diversity & Inclusion Strategic Plan.	N		a. Increase cultural competence training opportunities for students, faculty and staff.

Table 2

2015-2016 Annual Report on Institutional Programs of Cultural Diversity				
Description of Way Institution Addresses Cultural Diversity Among its Students, Faculty, and Staff				
Salisbury University				
A	**B**	**C**	**D**	**E**
Recruitment and Retention of Underrepresented Students, Faculty, and Staff	**Creates Positive Cultural Interactions and Awareness among Students, Faculty, and Staff**	**Uses Cultural Sensitivity Instruction and Training for Students, Faculty, and Staff**	**Uses Administrative Structures, Offices, Councils, and Diversity Officers**	**Uses Targeted Programs and Services to Achieve Cultural Diversity Goals**
Institution-wide Student Recruitment Efforts: • Admissions Bus Tours: The Admissions Office hosts several diverse student groups for an information session and a tour of campus. This year, 26 diverse groups we brought to campus this year, totaling about 979 students. • Multicultural Alliance Day and Reception: a collaboration between the Office of Multicultural Student Services and the Office of Admissions, the purpose of the program is to welcome perspective students of multicultural backgrounds and their families to Salisbury University and to introduce them to the programs and services offered by Multicultural Student Services. • Multicultural Leadership Summit: The Multicultural Leadership Summit is an initiative of the Office of Multicultural Student Services that aims to empower and develop leaders on campus and in the local community. There are usually over 100 students from SU as well as the local high schools who attend. Sessions are hosted by local campus partners, faculty, staff, and alumni. • OLAS Target Letter: The Organization of Latin American Students drafted a welcome letter	*Please refer to Table 3 for a list of efforts to create positive interactions and awareness among students faculty and staff, including:* • Curricular Initiatives that Promote Cultural Diversity in Classroom • Co-Curricular Programs and Events for Students	*Please refer to Table 3 for a detailed list of efforts that use cultural sensitivity instruction and training for students, faculty, and staff.*	**Administrative Units:** • Multicultural Student Services (Student Affairs) • Office of Cultural Affairs (Academic Affairs) • Office of Institutional Equity (President's Office) • Office of Student Disability Support Services (Student Affairs) • Salisbury Nationally Competitive Fellowships Office (Academic Affairs) • TRiO ACHIEVE Student Support Services (Student Affairs) • Veteran Services Office (Academic Affairs) **School-Level Structures:** • Fulton School: ○ Fulton Public Humanities Initiative • Institute for Public Affairs and Civic Engagement	**Goal 1: Educate students for campus, career, and life** • General Education Review Steering Committee • Enrollment Master Plan • Center for Student Achievement • Living Learning Communities • Math Placement initiatives • Mid-semester reporting and advising initiatives • Office of Student Disability Support Services • TRiO ACHIEVE Student Support Services • Writing Center • English Language Institute **Goal 3: Foster Community** • Office of Institutional Equity • Preventing Discrimination and Sexual Violence: Title IX, VAWA and Clery Act for Faculty and Staff (Title IX training

Table 2

that will go to every admitted Hispanic student letting them know they will have a table as Admitted Student Day and giving their website for more information.
• On-the-spot admissions: at high schools, particularly those with high minority populations, SU admissions staff makes admissions decisions on the spot upon review of application, test scores, and transcript.
• Partnerships with College Access Groups: SU partners with several college access groups that assist diverse students with the college process; admission and scholarships are available to those students that meet the criteria.
• Powerful Connections: the program is oriented to students from diverse backgrounds. Upper class students who have participated in prior programs 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.
• Test Optional Policy: SU continues to promote the Test Optional Policy; students with a weighted 3.5/4.0 gpa are eligible to apply for admission without submitting an ACT or SAT score.
 	
Henson School of Science and Technology:
 	
• AMC8 Math Competition: The AMC8 is a national mathematics competition for eighth graders. The event targeted middle schools in our region with high proportions of students who are likely to be
			• Perdue School:
			  o Bienvenidos a Delmarva
			  o GraySHORE
			• Seidel School:
			  o Diversity Special Interest Group
			
			Departmental-Level Structures:
			
			• Accommodations Task Force (Nursing)
			• Cultural Laureate Program (Cultural Affairs)
			• Diversity Campus Connection Team (Housing and Residence Life)
			• Multicultural Alliance of Organizations (Multicultural Student Services)
			
			Shared Governance:
			
			• Consortium Cultural Affairs Committee
			• Consortium Diversity & Inclusion Committee
			
			Other Structures:
			
			• African American History Month Committee
			• Native American Heritage Month Planning Committee
			• SU Chapter of USM Women's Forum
			• Web Accessibility Workgroup
			• Women's History Month Committee
				for faculty, staff, and students)
				• Training: EEO Laws and Discrimination Prevention for Higher Education (Fair practices training for faculty, staff, and students)
				• National Association of College and University Attorneys (NACUA)'s Title IX Coordinator Certification (8-week advanced Title IX training for President, Cabinet, Deans, and members of Title IX Team)

Table 2

economically disadvantaged or the first in their families to go to college. • <u>Articulation Agreements with Community Colleges</u>: The Medical Laboratory Science Program seeks out community colleges with Medical Laboratory Technician programs for articulation agreements that facilitate credit transfer and degree completion in 2 years or less. As a category, community colleges often have more diverse populations, particularly with respect to socioeconomic disadvantage. • <u>Health Professions Advising Program</u>: SU's Health Professions Advising Program (HPAP) provides guidance on paths to a variety of healthcare careers and professional programs. Working closely with the Medical Careers Society (student organization), the HPAP connects minority students to opportunities in programs like Enhancing Diversity in Medicine and fellowships that target minority individuals. • <u>Outreach and Support for Women and Minorities in STEM</u>: Participation in or leadership of several activities to support an increase in the numbers of women and under-represented minorities pursuing STEM majors and, ultimately, careers. Outreach activities including Science Camp, Girls Scouts STEM Festival, and Maryland STEM Festival. Co-Curricular activities include: Active Scientista chapter on campus. • <u>Student Dental Association</u>: The purpose of this organization shall be to aid the effort of increasing the number of minority students entering dental schools, increasing the knowledge of dentistry as a profession in undergraduate students,			

Table 2

and informing students about the resources available that are designed to help improve DAT scores of pre-dental undergraduates.

- SU Respiratory Therapy Program at the University at Shady Grove: Since its introduction in 2008, the enrollment has been diverse with most students coming from first generation American families with parents from various African and Middle Eastern countries. It is important to note that the Respiratory Therapy Program is leaving USG at the end of the academic year in spring of 2017 (number of students pursuing careers in RT much less than expected compared to those graduating from SU home campus program.
- Wicomico Health Department - DART Anti-Drug - PSA Filming: partnership to provide local at-risk youth the opportunity to film an anti-drug Public Service Announcement (PSA).

Fulton School of Liberal Arts

- Undergraduate Nonprofit Leadership Certificate Program: the development a nonprofit leadership certificate program, aimed at preparing students to develop careers in the nonprofit sector, is currently underway. Much of the nonprofit sector is devoted to social justice causes, program is likely to attract many students and will assist in recruiting a diverse array of students.
- Salisbury Youth Orchestra: full symphony orchestra made up of middle school and high school students from the Delmarva area. Nearly 90 students participated

Table 2

during this academic year. One third are from minority backgrounds. **Seidel School of Education and Professional Studies:** • Academic Support (through) Active Partnerships (with) Schools (ASAPS) Program: ASAPS, a university-based, after-school program that serves "at-risk" students from five local elementary, three middle, and two high schools, is a response to specific needs of the local community. ASAPS' project-based literacy approach provides educational experiences that complement the classroom curriculum and foster holistic growth in urban youth. Academically low performing students such as those served in the ASAPS program, often do not aspire to go to college because they do not connect in any way with higher education. ASAPS has addressed this concern by making the program an integral part of Salisbury University (SU) since 2008. **Employee Recruitment Efforts:** • The Office of Institutional Equity conducts reviews of Recruitment Plans and Candidate Pool/Finalist Reports to ensure the fairness of the search and selection process. • SU placed an additional ad 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			

Table 2

and excellence for potential job seekers and others. • Supporting initiatives to reach international students, SU placed an additional ad in The Washington Diplomat. 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.			

Table 3

2015-2016 Annual Report on Institutional Programs of Cultural Diversity
Efforts to Create Positive Interactions and Awareness Among Students Faculty and Staff

Salisbury University

A	B	C
Provides Cultural Diversity Instruction & Training of Students Faculty and Staff	**Provides Curricular Initiatives that Promote Cultural Diversity in Classroom**	**Provides Co-Curricular Programs and Events for Students**
Institution-Wide Efforts: Through the Office of Institutional Equity, the following programs were offered to faculty, staff, and students: • Maryland Coalition against Sexual Assault (MCASA)'s Eastern Shore Regional Training: daylong training focused on sexual violence prevention and response on campus, particularly, survivor-centered responses to reports of sexual violence. • Exploring the Needs of LGBTQ Students: Concepts and Considerations: webinar exploring some of the needs facing our LGBTQ+ students and addressing important skills needed to create a safe, welcoming, and inclusive environment for all students. • Penn Summit on Responding to Racism in College and University Campuses: this four-part virtual summit hosted by the University of Pennsylvania Center for the Study of Race and Equity in Education included the following modules: a) How People Of Color Experience Racism On Campus, b) Race-Conscious Institutional Leadership, c) Race-Consciousness In Classrooms And Curricula: Strategies For College Faculty, and d) Strategically Improving Campus Racial Climates. • Safe Space: this workshop, offered monthly, aims to reduce the often unwelcoming and even hostile environments in which LGBTQIA people navigate in their daily lives. Workshop participants explore their role and responsibility in creating a more welcoming environment at work, school, and in our communities. **Targeted Efforts:**	**Fulton School of Liberal Arts**: • History: new faculty hires with expertise in African history, South Asian history and East Asian history • Anthropology: Track and Minor offering • Interdisciplinary Studies: development of one-credit, pass-fail topics course offered under IDIS 280. In spring 2016, the topic "Interrogating Inequality" attracted an enrollment of 50+ students. • Psychology: diverse faculty hire with expertise in the growing field of Multicultural Psychology • Modern Foreign Languages: The course "Spanish for Heritage Speakers" has been designed to improve the writing and speaking skills of our Latino/Hispanic students on campus. **Henson School of Science and Technology**: • Nursing Curricula and Educator Expansion Program: Nearly every 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 program has many illustrations of how cultural sensitivity, cultural competency, health literacy, and health disparities are taught and practiced. **Seidel School of Education and Professional Studies**: • Athletic Training Curriculum: The following foundational behavior is found across the Athletic Training curriculum; in all courses and in every required clinical experience: a)	**Advancement and External Affairs:** • The Office of Alumni Relations 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 LAMBDA Society Rainbow Reunion during Homecoming Weekend each year. (T - Homecoming). • The Women's Circle seeks to create an eclectic group by actively recruiting women from various age groups, socio-economic backgrounds, and ethnicities, and to connect women to SU 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. **Athletics:** • Celebrating Our Differences Through Diversity (T – Student Athletes): Short video scripted and shot by our SAM (Student-Athlete Mentor) program sending the message that being different doesn't mean we can't be unified together as teammates. **Cultural Affairs:** • African American History Month (IW): Offerings included performances by Nathan

Table 3

• <u>Housing and Residence Life</u>: professional Staff participated in: a) a dedicated Safe Space workshop, b) a webinar on *Transgender Students on Campus*, to which staff members from other departments were invited, and c) group discussions for that covered topics of race, privilege, and feminism, and d) "Diversity Day" activities focused on various diversity and inclusion topics, such as feminism and race. Additionally, as part of the Resident Assistants training program, RAs participated in presentations on Diversity and Inclusion and Fair Practices, Mental Health, and Race.
• <u>Seidel School of Education and Professional Studies</u>:
   o *Holocaust Educators Network Summer Institute:* thirteen teachers from throughout the mid-Atlantic region attended a week-long intensive seminar on teaching about the Holocaust and social justice.
   o *Teaching about Racism*: faculty training workshop on pedagogy regarding racism for social work faculty
   o *What's the T? Becoming a Trans Inclusive Professionals:* continuing education workshop open to community professionals, faculty, and students regarding the lived experiences of transgender people.
	demonstrate awareness of the impact that clients'/patients' cultural differences have on their attitudes and behaviors toward healthcare, b) demonstrate knowledge, attitudes, behaviors, and skills necessary to achieve optimal health outcomes for diverse patient populations, and c) work respectfully and effectively with diverse populations and in a diverse work environment.	Williams and the Zydeco Cha-Chas, and Step Afrika!
		• <u>Bridges to the World International Film Series</u> (IW) - statewide, month-long initiative in recognition of the state's global reach and a reflection of those connections in Maryland. Each film is introduced, screened and followed by a discussion. This year, movies from the following countries are featured: Israel, Slovakia, Philippines, Panama, and Syria
		• <u>Chamber Music Series</u> (IW): the series provides opportunities for live chamber music concerts to be heard and enjoyed on the Eastern Shore. Offerings included the Chamber Orchestra Kremlin Moscow (Russia), the Fauré Quartett (Germany), New York Polyphony, and the Peacherine Ragtime Society Orchestra
		• <u>"Made in America"</u> (IW): this series explores the evolution of our culture from many diverse influences around the globe to create our uniquely American experience. Featured events include: Harlem Renaissance Screening: The Music & Rhythms that Started a Cultural Revolution, The Carolina Shag Dance Classes, The Crooked Road: Virginia's Musical Trail, Contra Dance Dance Class, Tap Dance Class, and he Peacherine Ragtime Society Orchestra
		• <u>Hispanic Heritage Month</u> (IW): Offerings included performances by Cimarron, Cumbia All Stars, and Tango Lovers
		• <u>International Dinner Series</u> (IW):
		• Other programming included <u>De Temps Antan</u> (IW), a Québécois music trio, Dhrupad Vocalist <u>Meghana Sardar</u> (IW), ZOO ZOO (IW), Guitarist Junhong Kuang (IW)

Table 3

		• <u>Distinguished Faculty Lecture Series</u> (IW): *Key Concepts in Buddhist Teaching: Momentariness & Liberation* (Joerg Tuske)
		• <u>Remembering Syria</u> (IW): an evening of music and film representing the artistic traditions of Syria
		• <u>Tibetan Monks Residency</u> (IW): for the fifth time, 11 Tibetan monks from the famed Drepung Loseling Institute, with blessings from His Holiness the Dalai Lama, are in residence at SU.
		
		Fulton School of Liberal Arts:
		
		• <u>Fulton Public Humanities Program</u> (IW): supports, organizes, and develops academic programs and events that promote public awareness and understanding of marginalized groups, moments, and events in history (up to the present). It provides opportunities for programs that possess curricular and academic value in the recovery, commemoration, and study of human experience in all its complex diversity using the unique methods and core perspectives of the Humanities, including the
		   o *Women's History Month*: offerings included Women's History Exhibition in Blackwell Library, *He Named Me Malala* film & roundtable discussion, Triangle Fire film & roundtable discussion
		   o African-American History Month: activities included the *Frank X. Walker & Shauna Morgan Poetry Reading*, *(Ad)Dressing History: Pauline Elizabeth Hopkins Keynote Address* (With April C. Logan), and *Never Caught: The President's Runaway Slave Woman* (With Erica Armstrong Dunbar)
		   o Native American Heritage Month 2015: offerings included *The Return of Indian Nations to the Colonial Capital: Heritage Relationships, Indigenous Pilgrimage & the Production of Native Public History* (With Buck Woodard) and *Contested and Entangled*

Table 3

		Histories: Taking Action in the New Millennium

- Department of Communications:
  - *LUNAFEST* (IW): this traveling festival of award-winning short films spotlights the work of a diverse array of talented women filmmakers with intelligent, funny and thought provoking themes.

Multicultural Student Services

- African American History Month (IW): planned collaborative effort between Multicultural Student Services, Department of English and the Department of History. Planning meetings are held to identify programs and activities that are in line with the national theme and which are feasible for the campus.
- Enlightened Perspective Series (IW): regular series that brings diverse topics to campus for discussion. Presenters are leading scholars in their field. Salisbury University Alumni with terminal degrees are utilized when possible.
- Multicultural Festival (IW): The purpose of the event is to educate the campus and surrounding community about various cultures though cultural performances, food tastings, and informational tables hosted by student organizations, departments, and vendors.

Office for Institutional Equity:

- President's Diversity Awards (IW): every spring, the President and the Office of Institutional Equity honor 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.
- Student Diversity Poster Design Contest (IW): this program raises awareness of and celebrates diversity on our campus through posters created by students.

Table 3

		Seidel School of Education and Professional Studies:
		• Public lecture offerings included <u>Discussing Race during Times of Chaos</u> and <u>Inclusivity across Identities: Becoming Allies</u>.
		Housing and Residence Life:
		• Housing and Residence Life implemented two institution wide (IW) programs: The Hunger Games and Tunnel of Oppression Additionally, various residence as well as a series of targeted, Residence Hall (T-RH) programs: Chesapeake Hall Cook-Off, Diversity Cupcakes,, **Higher Learning,** It's Going Down in the Elevator, Juke Joint, Love Your Selfie , Minute to Win It, Painting Diversity, Paper Toss, Pride, Prejudice, and Pizza, Pride Week, **Religions of the World,** Residence Hall Decorating for Various Religious Holidays, **Setting Aside Stereotypes,** Walk The Line
		Office of Student Activities:
		• <u>Diversity University</u> (T - Orientation Program): presenters discuss the value of shared experiences with new students. Each tells his and her personal story and how they came to be friends despite their physical differences (gender, race). The program was interactive, prompting students to "cross the line" based on shared experiences.
		Office of Student Disability Support Services:
		• <u>Disability History & Awareness Month</u> (IW): the Office of Student Disability Support Services held a poster campaign on campus to increase awareness of stigma related to individuals with disabilities as well as the 25th anniversary of the ADA, as well as a table where students, faculty and staff could "sign the pledge" as part of the PLEDGE ON! campaign, bringing awareness to the 25th anniversary of the ADA and asking students, faculty, and staff to recommit to the ADA.

Table 3

		Student Health Services: • <u>Healthy You/Love Your Body</u> (T – Powerful Connections): Student Health Services staff provided an informational session to participants in the Powerful Connections program on women's health update, STI's, and contraception.

Table 4

2015-2016 Annual Report on Institutional Programs of Cultural Diversity
Institution has a Process for Reporting Campus-Based Hate Crimes
Salisbury University
Y

Legend
Y = Yes
N = No

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

	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016				
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	18	5.9%	11	7	20	6.3%	14	6	21	6.4%	14	7	8	2.4%	2.5%	5	3
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%	0	0
Asian	17	5.6%	11	6	21	6.7%	13	8	25	7.7%	14	11	11	3.4%	3.4%	6	5
Hispanic/Latino	5	1.6%	3	2	5	1.6%	3	2	5	1.5%	2	3	4	1.2%	1.2%	3	1
White	254	83.3%	150	104	261	82.9%	149	112	267	81.9%	150	117	269	82.0%	83.0%	154	115
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%	0	0
Two or more races	0	N/A	N/A	N/A	0	0.0%	0	0	0	0.0%	0	0	28	8.5%	8.6%	17	11
Nonresident Alien	8	2.6%	2	6	4	1.3%	2	2	4	1.2%	2	2	4	1.2%	1.2%	2	2
Did not self identify	2	0.7%	2	0	4	1.3%	3	1	4	1.2%	3	1	4	1.2%		3	1
Total	305	100.0%	179	126	315	100.0%	184	131	326	100.0%	185	141	328	100.0%	100.0%	190	138

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 0910 and 1516	23	7.5%
Minority Faculty	6	12.2%

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

	Baseline: 2005-2006				Baseline: 2009-2010				2010-2011				2011-2012				2012-2013				2013-2014				2014-2015				2015-2016				
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	7	3.1%	4	3	7	2.6%	5	2	9	2.9%	6	3	11	3.4%	6	5	12	3.3%	5	7	12	3.4%	4	8	10	3.0%	5	5	6	1.8%	1.9%	2	4
American Indian or Alaska Native	0	0.0%	0	0	1	0.4%	0	1	0	0.0%	0	0	1	0.3%	0	1	1	0.3%	0	1	1	0.3%	0	1	1	0.3%	0	1	1	0.3%	0.3%	0	1
Asian	2	0.9%	0	2	3	1.1%	0	3	5	1.6%	1	4	9	2.8%	2	7	9	2.5%	1	8	9	2.6%	1	8	11	3.3%	0	11	4	1.2%	1.2%	1	3
Hispanic/Latino	2	0.9%	0	2	3	1.1%	1	2	3	1.0%	2	1	4	1.2%	1	3	7	1.9%	1	6	6	1.7%	1	5	6	1.8%	1	5	8	2.4%	2.5%	1	7
White	202	88.2%	74	128	247	92.9%	91	156	283	92.5%	99	184	289	89.5%	92	197	325	89.3%	93	232	316	89.8%	92	224	300	88.8%	98	202	291	88.4%	89.8%	93	198
Native Hawaiian or other Pacific Islander	0	N/A	N/A	N/A	0	N/A	N/A	N/A	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0.0%	0	0
Two or more races	0	N/A	N/A	N/A	0	N/A	N/A	N/A	0	0.0%	0	0	2	0.6%	1	1	3	0.8%	1	2	2	0.6%	1	1	3	0.9%	2	1	14	4.3%	4.3%	3	11
Nonresident Alien	0	0.0%	0	0	1	0.4%	1	0	1	0.3%	1	0	1	0.3%	1	0	0	0.0%	0	0	1	0.3%	0	1	3	0.9%	1	2	0	0.0%	0.0%	0	0
Did not self identify	16	7.0%	7	9	4	1.5%	1	3	5	1.6%	2	3	6	1.9%	2	4	7	1.9%	3	4	5	1.4%	3	2	4	1.2%	2	2	5	1.5%		2	3
Total	229	100.0%	85	144	266	100.0%	99	167	306	100.0%	111	195	323	100.0%	105	218	364	100.0%	104	260	352	100.0%	102	250	338	100.0%	109	229	329	100.0%	100.0%	102	227

Source: EDS file.

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

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

Note 3. *Based on revisions to the EDS submission layout, 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 Non-tenure//Other Faculty between 0506 and 1516	63	23.7%
Minority Faculty	18	128.6%

TABLE 2: *Comparison* **Table for Staff**

	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016				
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	324	34.4%	103	221	363	33.2%	121	242	378	35.2%	122	256	124	12.1%	12.3%	45	79
American Indian or Alaska Native	1	0.1%	0	1	4	0.4%	2	2	2	0.2%	0	2	2	0.2%	0.2%	0	2
Asian	9	1.0%	4	5	14	1.3%	9	5	11	1.0%	6	5	3	0.3%	0.3%	1	2
Hispanic/Latino	16	1.7%	8	8	23	2.1%	9	14	29	2.7%	11	18	28	2.7%	2.8%	8	20
White	580	61.5%	234	346	667	60.9%	277	390	630	58.7%	249	381	623	61.0%	61.6%	248	375
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A	2	0.2%	1	1	1	0.1%	0	1	1	0.1%	0.1%	0	1
Two or more races	N/A	N/A	N/A	N/A	11	1.0%	3	8	11	1.0%	5	6	229	22.4%	22.7%	71	158
Nonresident Alien	2	0.2%	0	2	2	0.2%	1	1	0	0.0%	0	0	1	0.1%	0.1%	1	0
Did not self identify	11	1.2%	4	7	9	0.8%	2	7	11	1.0%	3	8	11	1.1%		3	8
Total	943	100.0%	353	590	1095	100.0%	425	670	1073	100.0%	396	677	1022	100.0%	100.0%	377	645

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); Service (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 2015-16 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 0910 and 1516	79	8.4%
Minority Faculty	36	10.2%

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

	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016				
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	890	11.8%	412	478	933	11.7%	388	545	998	12.5%	416	582	1053	13.4%	13.9%	442	611
American Indian or Alaska Native	51	0.7%	25	26	20	0.2%	7	13	32	0.4%	9	23	42	0.5%	0.6%	13	29
Asian	199	2.6%	95	104	200	2.5%	79	121	206	2.6%	90	116	234	3.0%	3.1%	96	138
Hispanic/Latino	206	2.7%	100	106	352	4.4%	168	184	323	4.0%	142	181	323	4.1%	4.3%	144	179
White	6112	80.9%	2700	3412	5860	73.2%	2543	3317	5738	71.8%	2449	3289	5506	70.1%	72.6%	2367	3139
Native Hawaiian or other Pacific Islander	0	N/A	N/A	N/A	6	0.1%	5	1	10	0.1%	6	4	11	0.1%	0.1%	7	4
Two or more races	0	N/A	N/A	N/A	296	3.7%	126	170	292	3.7%	130	162	282	3.6%	3.7%	119	163
Nonresident Alien	41	0.5%	18	23	109	1.4%	55	54	139	1.7%	64	75	138	1.8%	1.8%	55	83
Did not self identify	58	0.8%	29	29	228	2.8%	108	120	259	3.2%	129	130	260	3.3%		131	129
Total	7557	100.0%	3379	4178	8004	100.0%	3479	4525	7997	100.0%	3435	4562	7849	100.0%	100.0%	3374	4475

Source: EIS

	Headcount Increase	% Increase
Change in **Undergraduate** Students between 0910 and 1516	292	3.9%
Undergraduate Minority Students (including NRA)	696	50.2%

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

	Baseline: 2005-2006				Baseline: 2009-2010				2010-2011				2011-2012				2012-2013				2013-2014				2014-2015				2015-2016				
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	58	10.1%	14	44	52	8.0%	13	39	59	8.5%	14	45	88	12.3%	23	65	76	11.0%	21	55	79	12.4%	19	60	93	12.0%	18	75	76	9.2%	9.9%	15	61
American Indian or Alaska Native	0	0.0%	0	0	3	0.5%	1	2	2	0.3%	1	1	2	0.3%	1	1	1	0.1%	0	1	1	0.2%	0	1	2	0.3%	1	1	3	0.4%	0.4%	0	3
Asian	6	1.0%	2	4	7	1.1%	1	6	6	0.9%	1	5	9	1.3%	4	5	10	1.5%	4	6	2	0.3%	1	1	10	1.3%	0	10	6	0.7%	0.8%	1	5
Hispanic/Latino	6	1.0%	1	5	10	1.5%	6	4	12	1.7%	4	8	17	2.4%	5	12	14	2.0%	1	13	13	2.0%	5	8	22	2.8%	7	15	24	2.9%	3.1%	7	17
White	470	82.2%	115	355	545	84.2%	150	395	579	83.8%	180	399	568	79.6%	181	387	564	82.0%	169	395	516	80.8%	134	382	575	74.4%	151	424	619	75.3%	80.5%	163	456
Native Hawaiian or other Pacific Islander	0	N/A	N/A	N/A	0	N/A	N/A	N/A	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0.0%	0	0
Two or more races	0	N/A	N/A	N/A	0	N/A	N/A	N/A	8	1.2%	1	7	8	1.1%	2	6	4	0.6%	2	2	10	1.6%	1	9	14	1.8%	2	12	19	2.3%	2.5%	2	17
Nonresident Alien	9	1.6%	5	4	20	3.1%	10	10	16	2.3%	11	5	15	2.1%	5	10	8	1.2%	2	6	10	1.6%	5	5	15	1.9%	4	11	22	2.7%	2.9%	6	16
Did not self identify	23	4.0%	4	19	10	1.5%	3	7	9	1.3%	2	7	7	1.0%	3	4	11	1.6%	4	7	8	1.3%	3	5	42	5.4%	14	28	53	6.4%		10	43
Total	572	100.0%	141	431	647	100.0%	184	463	691	100.0%	214	477	714	100.0%	224	490	688	100.0%	203	485	639	100.0%	168	471	773	100.0%	197	576	822	100.0%	100.0%	204	618

Source: EIS

	Headcount Increase	% Increase
Change in **Graduate** Students between 0910 and 1516	175	27.0%
Graduate Minority Students (including NRA)	58	63.0%

TOWSON UNIVERSITY

Table 1.

Towson University remains committed to achieving excellence by advancing equity, cultural diversity, and inclusion in all it does. President Schatzel recognizes, appreciates, and regularly communicates the vital role that Towson University plays in preparing students to be productive and successful employees in the global workplace.

TU's Strategic Plan, *TU 2020: A Focused Vision for Towson University* elucidates the university's goal to continue to be recognized as a national model for diversity and closing the achievement gap. The university has adopted five strategic diversity goals to facilitate the actualization of TU's Mission and Strategic Plan related to diversity and inclusion: (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.

Resources have been identified and organizational units have been established to support the ability of all members of TU's campus community to fulfill their role and responsibility to advance cultural diversity on our campus. The Office of Diversity and Equal Opportunity, reporting to the President, the Center for Student Diversity, reporting to the VP for Student Affairs, the Provost's Fellow for Diversity and Inclusion, reporting to the Office of the Provost, and the Office of Human Resources, reporting to the VP for Administration and Finance are responsible for assisting students and faculty and staff members to facilitate the actualization of TU's Strategic Diversity Goals.

Towson University's institutional plan to improve cultural diversity requires collaboration across all divisions and departments and includes involvement of students representing TU's student body to insure that informed decisions are made that support the university's ability to build on its strengths and address challenges. Charged with facilitating the establishment and maintenance of an inclusive campus environment, TU President's Diversity Coordinating Council (PDCC) 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 DAC 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, Campus Climate, Education and Scholarship, Hate/Bias Response Team, President's Diversity Awards, Representation – Faculty, Students, Staff, and Student, remain actively engaged in advancing cultural diversity.

Information provided in this report highlights Towson University's success related to the recruitment of students from historically underrepresented populations, 5% increase from fall 2014 to fall 2015. Information regarding programs that the university has development and implemented to support the retention of students is shared. Ongoing and planned initiatives for the purpose of recruiting and retaining faculty and staff members from underrepresented groups also is included. Curricular and co-curricular programming, and faculty and staff cultural educational programs offerings, as well as the university's process for responding to campus-based hate/bias incidents also are included.

Towson University
2015-2016 Report on Institutional Programs of Cultural Diversity
April 2016

Table 2.

Towson University President, Kim Schatzel, continues to charge TU's senior leadership with responsibilities that facilitate the university's ability to advance and monitor diversity progress. The President's Diversity Coordinating Council (PDCC) reviews data reports and information from various sources including TU's Diversity Action Committee (DAC) and its Work Groups. Together, TU's PDCC and DAC insure that appropriate actions are developed and implemented for the purpose of enhancing and maintaining a welcoming and inclusive campus environment.

Towson University's Enrollment Management conducts outreach efforts to specific schools in order to reach and support the ability of students from underrepresented groups to apply and be admitted to TU. Enrollment Services collaborates with the Center for Student Diversity to bring students from targeted schools to campus for visits to help them to see themselves as future TU students. From fall 2014 to fall 2015, TU increased the number of students from underrepresented populations by 5%. TU's programs to support the retention of students from historically underrepresented groups are successful. Program outcomes include 2nd year retention rates of 91% - 100%, these rates are considerable higher than the 2nd year retention rate of all TU students, 85% (fall 2014).

From 2014-2015 to 2015-2016, TU's African American/Black faculty representation remained steady at 7%, Asian faculty representation remained at 7%, and Hispanic/Latino faculty representation remained at 2%. TU has established aggressive goals of having it faculty population better reflect the diversity of TU's student body. Towson University is aware that the national pipeline of faculty of color does not include representation at the level that the university desires for its faculty representation. Therefore, in additional to enhancing existing and implementing new outreach efforts, TU is evaluating viable methods to develop our own pipelines for the purpose of increasing representation of faculty of color.

From 2014-2015 to 2015-2016, TU's representation of Black staff remained at 17%, representation of Asian staff increased by 1% from 2% to 3%, and the representation of Hispanic/Latino staff remained at 2%. TU's Office of Human Resources (OHR) conducted data analysis and determined that applicant pools for staff positions did not match the diversity of available populations. Therefore, OHR established a Diversity Task Force to investigate methods to reach diverse applicants, establish partnerships with special interest groups, and begin the process of shifting the hiring culture for staff at TU.

Table 3.

TU strives to maintain a welcoming campus climate for all members of our campus community. As diversity within TU's student body continues to increase, and the university develops and implements initiatives meant to foster increases in the representation of faculty and staff from underrepresented groups, it is critically important that the university continue to monitor the pulse of the campus climate and develop and facilitate ongoing cultural competency programming offerings for students, faculty and staff. Campus climate surveys are periodically conducted for students and faculty and staff members and the development of additional cultural competency programming is underway. Additionally, focus groups and one-on-one interaction provide ongoing information regarding strengths and challenges. This information is shared with the PDCC for action.

Table 4.

Towson University's commitment to a culturally diverse and inclusive campus environment has and will continue to remain steadfast. In support of this commitment, the university established a Hate/Bias Response Team that is charged with providing a coordinated multi-disciplinary university response to hate crimes and/or bias incidents by: meeting on a periodic basis to review reported instances of hate crimes and/or bias incidents; identifying any patterns, trends or upsurges in hate and/or bias incident activity; advising TU's DCC of such patterns and making recommendations related to action-oriented steps to address identified patterns; and, supporting the implementation of university-wide initiatives to curtail hate crimes and bias incidents.

Table 1

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity						
Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within Plan						
Towson University						
A	B	C	D	E	F	G
Diversity Plan	Goals and Timeline	Implementation Strategies	Areas of Emphasis/Targeted Services for Specific Populations	Evaluation of Program	Goal Progress 2015 - 2016	Areas of Needed Improvements
Y=Yes/N=No	*A. Cite # of goals (inclusive year(s)* *B. Cite goals that are the focus of this report*	*Cite relevant strategies used for students, faculty, and staff*	*State specific area institution uses for each targeted population*	*Y or N* *(annual/biennial)*	*Improved Goal # by % or Static*	*Name specific areas in need of improvement*
Y	*A. 5 Goals 2016-2020* *B. Goal 1: Promote Appreciation for and Advancement of Equity, diversity and Inclusion at TU*	Although this goal is the responsibility of all members of the campus community, TU has established and supports organizational structures and units that have oversight responsibilities: The Office of Diversity and Equal Opportunity, reporting to the President, The Center for Student Diversity (CSD), reporting to the VP for Student Affairs, the Provost's Fellow for Diversity & Inclusion reporting to the Office of the Provost, and the Associate VP for Human Resources reporting to the VP for Finance and Administration. These organizational units develop and implement educational initiatives and programming that fosters a welcoming campus climate for all members of the campus community. Towson University has also established a President's Diversity Coordinating Council and a Diversity Action Committee, with six Work Groups. These groups provide valuable input regarding campus climate and culture, conduct research, and make recommendations that assist the university to actualize Goal 1.	Fostering a campus climate that is welcoming and supportive of all members of our campus community, particular emphasis on members of populations that have historically been underrepresented	Y (annual)	TU has experienced heightened demand for programs and initiatives as the campus community becomes more diverse. TU continues to work with students, faculty, and staff members to monitor, offer programming, and respond to bias incidents quickly and appropriately.	Additional cultural competency educational programming is under development. Cultural Competency Programming will be shared during student, faculty, and staff orientation and on an ongoing basis in other venues.
	Goal 2: Enhance Recruitment and Retention of Students from Underserved and/or Underrepresented Populations	Recruitment: TU's Enrollment Management team works closely with community partners including: Baltimore CollegeBound, Building STEPS, and First Generation College Bound, Inc. Enrollment Services collaborates with CSD to bring students from targeted schools to campus for visits to help them to see themselves as future TU students. Retention: In the Division of Academic Affairs the Academic Advising and Achievement units provide support to students. A number of units in the Division of Student Affairs provide support to students. CSD is highly engaged with supporting TU students from diverse backgrounds. Retention data provided under Goal 3 below.	Baltimore City Public Schools, Baltimore County Public Schools, Prince George's County Public Schools, and certain public schools on the Eastern Shore.	Y (biennial)	Comparing fall 2015 to fall 2014, TU increased the number of students from underrepresented populations by 5%.	Revamp and overhaul of the Top 10% program. TU has also added a bilingual recruiter to the Enrollment Management team.
	Goal 3: Close Achievement Gap for First Generation, Low Income and Students from Underrepresented Groups	TU's Closing the Achievement Gap Committee monitors progress. Three TU programs support targeted populations. The Strategies for Student Success (S3) intervention is for low income students and first generation students. Students are assigned to the S3 course based on a risk assessment. The SAGE Program focuses on increasing retention and graduation rates of first-year undergraduates from diverse backgrounds, including African-American, Hispanic, and low income students. SAGE pairs students with peer mentors who promote academic achievement, personal development, and campus-wide involvement. Peer mentors maintain weekly contact with students, encourage focus on academic goals, assist in resolving academic issues, as well as help students identify organizations and activities of personal and professional interests. SAGE participants attend weekly, hour-long meetings/workshops throughout the academic year addressing topics such as academic success strategies, personal and professional development issues and diversity issues, and have opportunities to network with peers and faculty and staff members. TU's Community Enrichment and Enhancement Partnership (CEEP) Award is a scholarship for retaining diverse and traditionally underrepresented African-American, Hispanic and low income students. CEEP Award recipients receive academic support resources, explore career development as well as graduate and professional school options, participate in community service and leadership development activities, develop relationships with faculty, and participate in field placements and internships. Recipients must maintain a cumulative GPA of at least 2.0.	First generation, low income, students from underrepresented populations	Y (annual)	Second year retention rates: S3 students, comparing fall 2012 to fall 2013, retention rate remained at 91%. SAGE Program students, comparing fall 2012 to fall 2013, increased by 2% (90% to 92%). CEEP Award students, comparing fall 2012 to fall 2013, remained at 100% . Retention rates for students matriculating in these programs were considerable higher than the fall 2013 second year retention for all TU students - 85%.	

Table 1

	Goal 4: Enhance Recruitment and Retention of Faculty and Staff Members from Underserved and/or Underrepresented Populations	Recruitment - Faculty: Primarily the role of the Provost, Deans, and department chairs. Efforts to improve effectiveness and efficiency of process related to recruiting and hiring faculty members from diverse backgrounds is supported by the Assistant to the President for Diversity (APD) in the Office of Diversity and Equal Opportunity. The APD chairs the Faculty Representation Work Group of TU's Diversity Action Committee. This group is reviewing and developing proposals for the development of pipeline programs and related activities to enhance recruitment. Retention - Faculty: Primarily the responsibility of the Provost. The Provost is aided by the Vice Provost, APD, and Provost's Fellow for Diversity and Inclusion in efforts to enhance mentoring to support retention. Recruitment - Staff: The Vice President for Administration and Finance has oversight of The Office of Human Resources (OHR) and staff recruitment. OHR works closely with vice presidents and hiring managers and receives guidance from the APD in connection with outreach and equal opportunity. Retention - Staff: TU offers professional development programs to provide staff employees with skills to support their advancement at TU. Plans are up ways for the development of additional programs to support staff retention.	Faculty and staff members from underrepresented groups	Y (annual)	From 2014 to 2015 Black faculty representation remained steady at 7% and the percentage of Black staff remained steady at 17%. During that same period, Hispanic faculty and staff remained steady at 2%.	Improve processes and procedures to increase representation of faculty and staff members from underrepresented groups. Review prospective programs and subsequently adopt and implement programs to enhance faculty and staff retention.
	Goal 5: Support Respectful and Mutually Beneficial Community Collaboration	Towson University is engaged in numerous community collaborations. University-community relationships and partnerships are created and supported in a variety of ways. Faculty and staff members work with non-profits, businesses, government agencies, and other community organizations to build partnerships and address community needs. Students are often involved in these partnerships, as well as in community service activities. Administrative structures that support these types of partnerships: Office of Partnership and Outreach - Division of Innovation and Applied Research and the Division of Student Affairs - Office of Civic Engagement and Leadership and Office of Student Activities - Community Services.	96% of TU's community partnerships take place in the Greater Baltimore area	Y (annual)	From July 2014-July 2015, the number of university-community partnerships increased by 67% from 97 to 162.	Improve on process from collecting information about TU's partnerships. Insure that partnerships are famed in light of new priorities.
Legend					
Y = Yes					
N= No					

Table 2

2015-2016 Annual Report on Institutional Programs of Cultural Diversity				
Description of Way Institution Addresses Cultural Diversity Among its Students, Faculty, and Staff				
Towson University				
A	**B**	**C**	**D**	**E**
Recruitment and Retention of Underrepresented Students, Faculty, and Staff	**Creates Positive Cultural Interactions and Awareness among Students, Faculty, and Staff**	**Uses Cultural Sensitivity Instruction and Training for Students, Faculty, and Staff**	**Uses Administrative Structures, Offices, Councils, and Diversity Officers**	**Uses Targeted Programs and Services to Achieve Cultural Diversity Goals**
State the recruitment and/or retention initiative and indicate for whom it applies	*State the initiatives used to create interactions and awareness for students, faculty, and staff*	*State what type of instruction and training is used for students, faculty, and staff*	*List in hierarchical order all diversity structures used within and across the institution*	*State the targeted programs and services and indicate for whom each is targeted*
Student Recruitment				
College Readiness Outreach Program (C.R.O.P.) recruitment pipeline for underrepresented students with the long range goal to increase college enrollment among Baltimore City public high school students who are first generation and financially challenged. Designated schools are Augusta Fell Savage Institute for the Arts, Reginald F. Lewis High School, and Vivien T. Thomas Medical Arts Academy. The Baltimore College Bound Foundation, Inc. facilitates communication between the Baltimore City Schools with assigned College Access Program Specialist (CAPS and Maryland DC Campus Compact AmeriCorps VISTA. Initial contact is established, C.R.O.P. sessions scheduled, student participants are identified and space is reserved for sessions	Integrate a college prep curriculum for underrepresented populations within Baltimore City Schools		The Office of Diversity and Equal Opportunity (ODEO), Center for Student Diversity (CSD), University Admissions, Career Center, Office of Financial Aid, student organizations, the Maryland DC Campus Compact Organization; Baltimore City public high schools	3 schools identified for a college readiness curriculum to ninth grade students
Sleeping Bag Weekend	African American Student Development	Experiential learning - engage current Towson students with prospective Towson students and build mentoring relationships	CSD, TU Black Student Union, University Admissions	20 high school students from Baltimore City, Baltimore County, and Prince George's County registered for the weekend, along with 20 TU student leaders from the SAGE residential program and Black Student Union
Student Retention				
Women's Leadership Program	Gender equity	Mentoring and leadership training for students	Center for Student Diversity (CSD), Housing and Residence Life (HRL), Civic Engagement & Leadership (CEL), Disability Support Services (DSS)	8 scholarship recipients created programming, which reached over 100 students, on campus to highlight awareness for a variety of issues to include pay, equity, healthy relationships, and media representation of women
Women's Leadership Conference		Presentations and workshops which identified and explored ways that leadership manifests itself	Center for Student Diversity (CSD), Student Activities, Career Center, Special Events, Office of Fair Practices, Academic Colleges	
Latino/Asian Pacific Islander Student Development via spearheading a variety of initiatives which focus on social, political, and cultural issues relevant to the Latino/a community	Support and promote diversity across campus	Co-hosted Cuban actress Laura De La Uz who introduced her film La Pelicula de Ana and the role of Latina women in the arts.	CSD, College of Liberal Arts, College of Fine Arts & Communication, Electronic Media and Film, Theater Department, Foreign Language Department, Latin American & Latino/a Studies Program	
Native American diversity and appreciation	Support diversity across campus and appreciation of diversity within the Native American culture	Hosted a Native American Pow Wow in collaboration with the Baltimore American Indian Center to celebrate Native American culture and heritage with dancers from various tribes, educational exhibits, ethnic food, and music.	CSD, Baltimore American Indian Center	
African American Student Development to promote and enhance understanding within academic, social, and personal development	Promote collaboration and dialogue between law enforcement and the African American community	TUPD Officers, Baltimore County officers, and Black student leaders discussed building better relationships between Black students and offices.	CSD, ODEO, TUPD, Baltimore County Police Department	
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			1,635 (7% increase over the previous academic year) students with various disabilities utilized services

Table 2

Encourage retention by creating an inclusive and supportive environment for LGBTQIA students	Provide new and newly out LGBT students with a support system via mentor/mentee alliances to include conversations about personal safety, healthy relationships, and mental health	Mentoring	CSD	
Student Success Program CEEP Award - is designed to increase access and success of culturally diverse and traditionally under-represented undergraduate students. Resources are used to retain students through exposure within a variety of venues.		Presentations about diverse cultural communities, participation in student organizations, interaction with faculty and staff, and exploring graduate and career development options. CEEP participant involvement begins as an organizational member in freshman year and assume committee level roles during sophomore year as organizational leaders during junior and senior year. Some recipients have been elected to offices within student government and/or participate in campus wide planning activities.	CSD, Registrar's Office, University Admissions, Financial Aid	111 (91%) CEEP recipients earned cumulative GPAs of 2.50 or higher, 119 (99%) earned 2.0 or greater, and 29 (24%) achieved Dean's List Honors for spring 2015; 30 (25%) graduated at close the 2014-15 academic year.
The SAGE Program fosters academic achievement and a sense of belonging primarily for entering first year underrepresented students. Representation of racial communities include African American (65%), Asian American (11%), Caucasian (10%), Latino (8%), and Native American (3%) with 75% female participants overall. The LGBT community is also represented among mentors mentees and co not publicly identify themselves.	SAGE pairs new students with peer mentors who focus on academic goals and encourage involvement in campus activities and organizations.	Mentoring	CSD, International Student and Scholar Office	296 (93%) earn cumulative GPAs of 2.0 or greater, 182 (57%) earn GPAs of 3.0 or more, and 77 (24%) achieved the Dean's List Honors. 26 SAGE events are held and 9 (35%) introduce various cultural communities to program participants. The following communities/topics include cultural competency, Latino/Hispanic Heritage Month, LGBTQIA Community, African Heritage, African American Heritage, Women, Muslim Heritage, Jewish Heritage, Asian Pacific Islander Heritage
International Student & Scholar Outreach programs		Provide immigration related advice, advocacy and cross cultural engagement opportunities	International Student & Scholar Office	2 week-long orientation program & on-going advising and programming support with dedicated services for all government sponsored international students
Recruitment- Staff				
Assistant to the President for Diversity insured that TU's annual Affirmative Action Plan was developed and goals were disseminated to president			Office of Diversity & Equal Opportunity, ODEO	
Employment Manager analyzed applicant data to determine if TU was meeting diversity goals in staff applicant pools. Identified where in the recruitment stage we are not meeting diversity goals (applicant stage/pass qualifications state/interview stage/hire stage)			Office of Human Resources	Most outcomes showed that TU is not getting a diverse applicant pool for staff positions at the initial applicant stagey of the time that resulted in a non-minority applicant hire. Goals to move forward include greater education for OHR, greater automation to improve the applicant experience, and an Outreach Specialist to focus on inclusion and diversity in recruiting. The first two goals were met (ECC Manager attending more conferences based on diversity/inclusion) and ECC Manager is implementing Taleo. Outreach Specialist position still pending approval. Areas for improvement: Need automation to allow us for better tracking; need defined diversity/inclusion position.
Employment Manager analyzed data to determine which sources were providing quality applicants.			Office of Human Resources	Data showed outreach resources that OHR utilized in order to reach diverse applicant pools (specifically for veterans and individuals with disabilities) yielded no new candidates. Data shows the majority of qualified diverse applicants list TU's website as the source. Goals: Identify sources that reach qualified diverse applicant pool. Use Outreach Specialist position to work closely with organizations in order to attract diverse applicants. Spread the word about TU hiring to get more diverse applicants. Areas for improvement: Continue to work with organizations to promote TU as a place to work with organizations to promote TU as a place to work.
Employment Manager created Staff Employment Diversity Taskforce to examine barriers to entry and opportunities for outreach.			Office of Human Resources	Established taskforce to engage Hiring Managers as advocates for diverse and inclusive search processes. Outcomes: Post-meeting surveys show that Hiring Managers are thinking differently about recruiting and want to be involved in outreach efforts Goals: Continue to implement outreach efforts in order to diversity source. Areas for Improvement: Need support in changing the TU hiring culture.
Employment Manager continue to have a presence at job fairs that reach minority and underserved populations			Office of Human Resources	OHR will utilize Taleo's automation to track the effectiveness of job fairs in increasing minority applicants. Outcomes: TU conducting more outreach; increased minority applicants. Goals: The goal is for TU to be known throughout Maryland as a place to work for all applicants and our presence at job fairs helps with that reputation; increase minority applicants.

Table 2

Partnered with local organizations (Baltimore Integrated Partnership and Humanim) to discuss strategies to increase diversity in our applicant pool			Office of Human Resources	Employment Manager works with local organizations to enhance TU's brand as a place to work. OHR will utilize Taleo's automation to consistently track applicant data to see if the efforts are reflected in applicant data. Outcomes: More partnerships in Baltimore City; increased minority applicants Goals: Establish a pipeline for members of workforce training in Baltimore City and other minority organizations in which applicants are placed through contingent I positions. ECC Manager working to establish in Taleo. Areas of Improvement: Hiring Manager buy-in.
Employment Manager on Advisory Board for the Workforce and Technology Center of the Dept. of Rehabilitation Services and presented at the Center's graduation ceremony.			Office of Human Resources	Need Taleo's automation to determine effectiveness on increasing applicant pool, but ECC Manager has established relationship with the employees at DORS as well as many of the students in the Workforce and Technology Center training plan. Continue to advise on how to provide training, speak at graduation, and at other workshops for students. Outcomes: Increased applicant diversity for individuals with disabilities, but also a greater understanding of improving disclosure rate for applicants with disabilities and providing a more inclusive environment. Goals: Higher disclosure rate for applicants with disabilities; TU and DORS continued partnership Areas for Improvement: Continued education for hiring managers; new mechanisms to improve disclosure rate for applicants with disabilities.
Retention-Staff				
President Leadership Institute - Staff			Office of Fair Practices	20 staff members participate annually, consists of opening retreat, full-day monthly meetings, and closing retreat
Staff Development Conference			Towson University Staff Council	Approximately 500 staff members attend half-day development programming
Faculty & Staff Affinity Groups (Asian, Black, Latino/a, LGBT, Women)			Administratively supported by the Office of Diversity & Equal Opportunity	TU's Faculty and Staff Affinity Groups assist the university to foster a welcoming community for faculty and staff members.
Staff Mentorship Program, new hire track & professional rack			Office of Human Resources	
Building Bridges Across MD - networking program			Office of Human Resources	10 support staff per year
Annual Service Awards Ceremony			Office of Human Resources	300 participate annually
Towson eLearning Center			Office of Human Resources	400 course completions
Effective Supervision Program			Office of Human Resources	19 completions
University Business Certificate			Office of Human Resources	16 completions
Workplace Professional Certificate			Office of Human Resources	9 completions
Enhanced Skills Certificate			Office of Human Resources	3 completions
Recruitment - Faculty				
Assistant to the President for Diversity insured that TU's annual Affirmative Action Plan was developed and goals were disseminated to president			Office of Diversity & Equal Opportunity (ODEO)	
Assistant to the President for Diversity analyzed applicant data to determine if TU was meeting diversity goals in faculty applicant pools. Identified where in the recruitment stage we are not meeting diversity goals (applicant stage/pass qualifications state/interview stage/hire stage)			Office of Diversity & Equal Opportunity	
Assistant to the President for Diversity in collaboration with Vice Provost proposed modifications to faculty hiring process to improve efficiency of process and effectiveness in hiring of faculty members from underrepresented groups			Office of Diversity & Equal Opportunity	
Academic departments are encouraged to think about the recruitment process as an ongoing process, not simply a process that begins and ends with a particular search.		Assistant to the President for Diversity meets with deans, department chairs, and search committees and provides guidance throughout the search process.	Office of the Provost, Office of Diversity & Equal Opportunity	

Table 2

All faculty members are urged to be ambassadors for the purpose of attracting diverse applicants to Towson. As faculty members meet individuals at conferences and other academic gatherings they share their experiences working at Towson and encourage others to consider Towson as a future employer.		Assistant to the President for Diversity meets with deans, department chairs, and search committees and provides guidance throughout the search process.	Office of the Provost, Office of Diversity & Equal Opportunity	
Vacancy announcements for faculty and librarian positions are reviewed prior to posting to insure the clear communication of required education level, qualifications, and duties of position. This review by the Office of Diversity and Equal Opportunity strives to eliminate text that could disqualify a group of individuals from diverse backgrounds.		Assistant to the president for Diversity provides guidance	Office of the Provost, Office of Diversity & Equal Opportunity	
Vacancies are published in the Chronicle of Higher Education and posted online through Towson University, Inside Higher Education, Recruit Disability and are cross-posted through the Higher Education recruitment Consortium (HERC), a resource for outreach to diverse applicants.		Assistant to the President for Diversity provides guidance regarding additional Outreach	Office of the Provost, Office of Diversity & Equal Opportunity	
Faculty and librarian search committees are required to develop and implement an Outreach Plan for the purpose of attracting diverse applicants. The Outreach Plan may include, but it not limited to, reaching out to special interest groups within their academic discipline, reaching out to potential applicants at HBCUs or HSIs, sharing vacancy announcements at conferences, and reaching out to previous diverse applicants. The Outreach Plan may include, but it not limited to, reaching out to special interest groups within their academic discipline, reaching out to potential applicants at HBCUs or HSIs, sharing vacancy announcements at conferences, and reaching out to previous diverse applicants.			Office of the Provost, Office of Diversity & Equal Opportunity	
Each search committee consists of approximately five individuals			Office of the Provost, Office of Diversity & Equal Opportunity	
Interview pools must be approved by the department chairperson, the dean of the college, the Vice Provost, and the Assistant to the President for Diversity prior to inviting candidates to campus for interviews.		Interview pool is reviewed/approved by Vice Provost and Assistant to the President for Diversity. Where diversity is lacking additional outreach/review may be required.	Office of the Provost, Office of Diversity & Equal Opportunity	
Typically, the entire academic department has interaction with potential candidates final selection. Following a thorough review, offers are made strictly by the Office of the Provost.			Office of the Provost, Office of Diversity & Equal Opportunity	
Faculty-Retention				
Faculty & Staff Affinity Groups (Asian, Black, Latino/a, LGBT, Women)			Administratively supported by the Office of Diversity & Equal Opportunity	TU's Faculty & Staff Affinity Groups assist the university to foster a welcoming community for faculty and staff members
Faculty Mentoring			Office of the Provost, Deans, Department Chairs	Outstanding mentoring
Faculty/Staff-Retention				

Table 2

President's Diversity Awards recognize individuals and department that foster greater awareness, understanding and advancement of diversity and inclusion at TU. This award program heightens awareness of TU's commitment to diversity and rewards individuals and departments for outstanding work. Awards distribution has high level of visibility at large university gatherings.			President, Assistant for Diversity & Equal Opportunity, ODEO, responsible for oversight of award program	Four individual awards – a student, two faculty members, and a staff member were recognized in 2015. Two departments (1 administrative, 1 academic) were recognized in 2015.
In 2015, Towson University established the Diversity Faculty Fellow Program (DFF) supports the actualization of the university's vision for diversity by providing selected faculty members with opportunities to infuse diversity into existing curriculum, create models to improve classroom dynamics in support of social justice, or identity strategies to enhance inclusivity in institutional practices.			Office of the Provost, Deans, Academic Departments, Office of Diversity & Equal Opportunity	Five faculty members were selected to participate in TU's DFF Program in 2015-2016. All 2015 projects involved infusing diversity into curriculum. Diversity Faculty Fellows attended monthly meetings facilitated by the DFF Planning Committee. Topics included equity of P&T process, discussion of institutional priorities around diversity, and Fellows were invited to attend the AAC&U Diversity Conference in D.C. in January. 2015-2016 Fellows will share their work during TU's January 2017 faculty conference. 2015-2016 Fellows will serve as mentors to incoming 2016-2017 Fellows. Eleven faculty members were selected to participate in TU's DFF program scheduled for 2016-2017.

Table 3

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity		
Efforts to Create Positive Interactions and Awareness Among Students, Faculty and Staff		
Towson University		
A	B	C
Cultural Diversity Instruction & Training of Students, Faculty and Staff	**Provides Curricular Initiatives that Promote Cultural Diversity in Classroom**	**Provides Co-Curricular Programs and Events for Students**
Students Curricular		
TU's UG Core Curriculum Requirements mandate that students successfully complete a course in Diversity and Difference. Diversity and Difference core curriculum courses include: AFST 201, ARTH 108, DANC 210, DFST 101, EDUC 203, EMF 205, ENGL 223, 234, 235, 239, FMST 310, 360, HLTH 220, HONR 240, IDHP 300, LGBT 101, MUSC 205, NURS 416, PHIL 204, RLST 205, 206, 209, 210, SOCI 241, 243, THEA 303, 304, 316, 380, WMST 231 & 232.		
Selected courses in the College of Liberal Arts, College of Fine Arts & Communications, and College of Health Professions identified: "Discuss some of the ways in which group distinctiveness is defined in social context" as a measured outcome.		
ARTH 108-1, DANC 210-1, DFST 101-1, ENGL 233-1, ENGL 235-1, FMST 310-1, HLTH 220-1, MUSC 205-1, NURS 416-1, PHIL 204-1, RLST 206-1, SOCI 241-1, SOCI 243-1, THEA 303-1, THEA 380-1, and WMST 231-1.	1,057 students were enrolled and met their target performance.	N/A
Selected courses in the College of Liberal Arts, College of Fine Arts & Communications, and College of Health Professions identified: "Demonstrate understanding of a perspective other than their own (even if they are members of a group whose experience is emphasized in the course)" as a measured outcome.		
ARTH 108-2, DANC 210-2, DFST 101-2, EDUC 203-2, ENGL 233-2, ENGL 234-2, ENGL 235-2, HLTH 220-2, MUSC 205-2, RLST 206-2, THEA 303-2, THEA 380-2, and WMST 231-2.	1,830 students were enrolled and met their target performance.	N/A
Selected courses in the College of Liberal Arts, College of Fine Arts & Communications, and College of Health Professions identified: "Present and respond to a position with which they differ in a fair and balanced argument" as a measured outcome.		
ARTH 108-3, ARTH 108-4, EDUC 203-3, FMST 310-3, HLTH 220-3, SOCI 243-3, THEA 303-3, and THEA 380-3.	1,522 students were enrolled and met their target performance.	N/A
Selected courses in the College of Liberal Arts, College of Fine Arts & Communications, and College of Health Professions identified: "Define at a general level some of the challenges and opportunities presented by the existence of diversity and difference" as a measured outcome.		
ARTH 108-4, DFST 101-4, EDUC 203-4, ENGL 233-4, ENGL 235-4, HLTH 220-4, RLST 206-4, SOCI 241-4, THEA 303-4, and THEA 380-4.	1,860 students were enrolled and met their target performance.	N/A
Selected courses in the College of Liberal Arts, College of Fine Arts & Communications, and College of Health Professions identified: "Articulate their own outlook in relation to the topics discussed and to make explicit their associated beliefs and assumptions" as a measured outcome.		
ARTH 108-5, DFST 101-5, EDUC 203-5, HLTH 22-5, MUSC 205-5, SOCI 243-5, THEA 303-5, THEA 380-5, and WMST 231-5.	1,913 students were enrolled and met their target performance.	N/A
Students Co-Curricular		
Diversity Speaker Series, Center for Student Diversity (CSD) - to support a safe, inclusive, welcoming campus climate.	N/A	Speakers: Chuck D, Dr. Julianne Malveaux, Michael Eric Dyson, Kurt L. Schmoke, total attendance = 1,253, capacity = 1,300, targeted performance = 96%
Set It Off, CSD: new student orientation – Theme – Diversity; Values: Inclusion, Community	N/A	1,200 students attended
Retreat for Social Justice, **CSD** – Theme – Diversity, Experiential Learning, Leadership; Values: Learning, Inclusion, Community, Excellence, Integrity, Responsibility	N/A	74 students participated in the weekend retreat

Table 3

		144 students participated in the Awareness Day
Dr. Martin Luther King, Jr. Celebration, **CSD** – Nina Simone: Social Justice through Song	N/A	150 student attended
Cultural Competency Workshop Series, **CSD**	N/A	107 students, faculty & staff participated
African-American Student Development, *CSD*		
Black Student Leadership Conference	N/A	167 students participated
Black Comic Book Mini-Fest	N/A	100 students attended
Know Your Rights Workshop – TU/NAACP collaboration	N/A	Students shared personal experiences and received tips to remain compliant in the event of a stop – attendance # not provided
LGBT Student Development, CSD		
Hosted "Laverne Cox Presents: The T Word" premier party		Several TU students were included in the documentary – attendance # not provided
LGBT Speakers Bureau – provides trainings to classes		Attendance # not provided
CEEP Award recipients participate in diverse cultural and educational events campus-wide.		122 students received CEEP scholarship Awards (2015)
SAGE Program: diverse racial and cultural communities are represented among SAGE staff and program participants. Racial communities include African American (65%), Asian American (11%), Latino (8%) and Native American (3%). Programming included Cultural Competency, Latino/Hispanic Heritage, LGBTQIA community, African heritage, African American heritage, Women, Muslim heritage, Jewish heritage, and Asian Pacific Islander heritage.		318 students participated in FY 15
Faculty & Staff Educational Programming		
Towson University's **Speak Up! Program, administered by the Office of Diversity & Equal Opportunity, ODEO,** supports TU's diversity and inclusion initiatives. Participation in Speak Up! workshops provides members of the campus community with the tools necessary to challenge everyday bigotry.		263 faculty, staff and students participated in Speak Up! workshops in 2015. Train-the-trainer sessions were also offered. 95% of Speak Up! participants (243 completed evaluations) recognized the impact of not speaking up and reported gaining the skills to be able to effectively address bigotry.
New Faculty and Staff Orientation , ODEO, Goal – Heighten awareness and appreciation for equity, diversity and inclusion. Share information regarding institutional commitment to diversity, value of diversity and inclusion, faculty and staff responsibility related to fostering a welcoming campus climate. A Faculty/Staff Affinity Group brochure was created and disseminated as part of the presentation to encourage campus-wide connections and participation within one or more represented associations: Asian, Black, Latino/a, LGBTQA, and Women's Faculty & Staff Associations.		317 new faculty and staff participated in calendar year 2015.
President's Leadership Institute – Staff, ODEO, Goal- Heighten awareness and appreciation for equity, diversity and inclusion and the role that institutional leaders play in assisting TU to actualize the university's diversity mission and vision.		20 staff members participated in five programs, including taking the Intercultural Development Inventory (IDI) that places an individual on a continuum scale of cultural competency and provides a plan to advance to the next level of competency.
Staff Development Conference Presentation, ODEO, Cultural Competency and Eliminating Stereotyping and Discrimination		42 staff members participated in 2015

Table 3

Communicating in a Globally Diverse Society, ODEO, Goal - Thriving and leading as an employee of Towson University requires the ability to effectively communicate with individuals from distinctive cultural backgrounds. Gain insightful knowledge that will provide you with tools to enhance your communication skills.		13 faculty and staff members participated in this interactive session that challenged individuals on how to express their ideas, verbally and non-verbally, to a diverse group with divergent cultural norms.
Diversity Can It Work for Me?, ODEO, Goal - Learning to foster and support inclusiveness and respect in your workplace using the F.A.I.R. (feedback, assistance, inclusion, respect) approach.		22 faculty and staff were trained in sharing responsibility for fostering a campus climate that is grounded in respect and inclusiveness. 89% of Diversity Can It Work for Me participants (20 completed evaluations) reported gaining valuable skills.
Roundtable Discussion with TU Students, November 18, 2015, hosted by President's Diversity Coordinating Council (PDCC), Goal - Sharing information about TU's diversity efforts and organizational structure in support of diversity with students/student leaders as a follow-up to student requests received and accepted by Interim President Chandler on November 18, 2015.		150 students participated, 20 faculty and staff members facilitated roundtable discussions.
Campus Forum on Diversity, December 9, 2015, hosted by PDCC, Goal - Informing students, faculty and staff regarding current and planned institutional initiatives in support of diversity and inclusion. Participants were provided with opportunities to share their thoughts and concerns.		175 students and faculty and staff members participated in the forum.
Tools for Inclusion: Succeeding in the Diverse Classroom - 2015 Series, hosted by Education & Scholarship Workgroup of TU's Diversity Action Committee, Goal - Heightening awareness for the religious diversity on campus, educating faculty and staff on students with Autism/Asperger's, and providing creative strategies to engage and address international student needs in the classroom.		30 students, and faculty and staff participated in the *Tools for Inclusion - 2015 Series*. The sessions were videotaped and are being closed-captioned. The videos will be posted on the Provost's website as part of a tool kit to support campus inclusion.
Diversity Speaker Series - Beyond Baltimore: Race, Racism & White Privilege, CSD, Goal - Tim Wise educated the attendees about the global narrative surrounding privilege as well as issues of comparative racism, race and education in the context of Baltimore.		1,700 students and faculty and staff members attended the event.

Table 4

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity
Institution has a Process for Reporting Campus-Based Hate Crimes

Towson University	
Yes. Towson University has established a Hate/Bias Response Team that is charged with providing a coordinated multi-disciplinary university response to hate crimes and/or bias incidents by:	
Meeting on a periodic basis to review reported instances of hate crimes and/or bias incidents; Identifying any patterns, trends or upsurges in hate and/or bias incident activity;	
Advising TU's Diversity Coordinating Council of such patterns and making recommendations related to action-oriented steps to address identified patterns; and,	
Supporting the implementation of university-wide initiatives to curtail hate crimes and bias incidents.	
Members of TU's Hate/Bias Response Team (https://www.towson.edu/odeo/resources/committee/hatebias.html)**:**	
Traevena Byrd, General Counsel; Marina Cooper, Deputy Chief of Staff,; Maggie Reitz, Vice Provost; Bernard Gerst, Assistant Vice President, Office of Public Safety and Chief of Police; Deb Moriarty, VP for Student Affairs;	
Josianne Pennington, VP for University Marketing and Communication; and, Debbie Seeberger, Assistant to the President for Diversity	
Auxiliary Members of TU's Hate/Bias Response Team:	
Ron Butler, Director, Residence Life, Jerry Dieringer, Assistant VP for Student Affairs, Housing and Residence Life, Dan Leonard, Fair Practices Officer, Phillip Ross, Associate VP, Human Resources, Kurt Anderson, SGA President, Greg Reising, Director, Counseling	
Reporting: Incidents may be reported in-person, in-writing, or online. TU's online **Hate/Bias Reporting Form** is available at: https://inside.towson.edu/generalcampus/hatebias/index.cfm.	
Procedures: TU's Procedures for Responding to Hate/Bias Incidents or Crimes is available at: https://www.towson.edu/odeo/reporting.html.	
Responding and Maintenance of Records: TU's Office of Diversity and Equal Opportunity, reporting directly to TU's President, is responsible for maintenance of records of all reported hate/bias incidents and insuring appropriate responses to reported incidents.	
Number of Incidents: During calendar year 2015, 3 bias incidents were reported and verified.	

Legend	
Y = Yes	
N = No	

Table 5

Race/Ethnicity for Undergraduate Students

Race / Ethnicity	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	2,094	12	671	1,423	2,846	15	1,012	1,834	3,035	16	1,068	1,967	3,362	18	1,168	2,194
American Indian or Alaska Native	75	0	26	49	34	0	9	25	29	0	8	21	27	0	9	18
Asian	682	4	295	387	901	5	365	536	932	5	380	552	1,012	5	447	565
Hispanic/Latino	486	3	182	304	973	5	396	577	1,115	6	436	679	1,218	6	483	735
White	11,677	68	4,740	6,937	12,219	65	4,936	7,283	11,885	63	4,795	7,090	11,515	60	4,762	6,753
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A	16	0	5	11	21	0	7	14	20	0	9	11
Two or more races	N/A	N/A	N/A	N/A	651	3	232	419	747	4	270	477	814	4	304	510
Did not self identify	1,608	9	630	978	742	4	312	430	712	4	311	401	668	4	287	381
Foreign	526	3	283	243	397	2	200	197	331	2	182	149	413	2	223	190
Total:	**17,148**	**100**	**6,827**	**10,321**	**18,779**	**100**	**7,467**	**11,312**	**18,807**	**100**	**7,457**	**11,350**	**19,049**	**100**	**7,692**	**11,357**

Race/Ethnicity for Graduate Students

Race / Ethnicity	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	536	13	134	402	473	13	163	310	421	12	126	295	384	12	105	279
American Indian or Alaska Native	25	1	9	16	15	0	9	6	4	0	2	2	1	0	0	1
Asian	109	3	40	69	132	4	55	77	117	3	46	71	107	3	42	65
Hispanic/Latino	75	2	27	48	89	2	26	63	81	2	26	55	85	3	26	59
White	2,546	63	590	1,956	2,374	64	618	1,756	2,089	60	531	1,558	2,026	63	529	1,497
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A	4	0	3	1	5	0	2	3	2	0	0	2
Two or more races	N/A	N/A	N/A	N/A	55	1	22	33	66	2	27	39	73	2	25	48
Did not self identify	468	12	163	305	360	10	118	242	482	14	147	335	384	12	98	286
Foreign	270	7	133	137	218	6	91	127	213	6	108	105	173	5	89	84
Total:	**4,029**	**100**	**1,096**	**2,933**	**3,720**	**100**	**1,105**	**2,615**	**3,478**	**100**	**1,015**	**2,463**	**3,235**	**100**	**914**	**2,321**

Race/Ethnicity for All Students

Race / Ethnicity	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	2,630	12	805	1,825	3,319	15	1,175	2,144	3,456	16	1,194	2,262	3,746	17	1,273	2,473
American Indian or Alaska Native	100	0	35	65	49	0	18	31	33	0	10	23	28	0	9	19
Asian	791	4	335	456	1,033	5	420	613	1,049	5	426	623	1,119	5	489	630
Hispanic/Latino	561	3	209	352	1,062	5	422	640	1,196	5	462	734	1,303	6	509	794
White	14,223	67	5,330	8,893	14,593	65	5,554	9,039	13,974	63	5,326	8,648	13,541	61	5,291	8,250
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A	20	0	8	12	26	0	9	17	22	0	9	13
Two or more races	N/A	N/A	N/A	N/A	706	3	254	452	813	4	297	516	887	4	329	558
Did not self identify	2,076	10	793	1,283	1,102	5	430	672	1,194	5	458	736	1,052	5	385	667
Foreign	796	4	416	380	615	3	291	324	544	2	290	254	586	3	312	274
Total:	**21,177**	**100**	**7,923**	**13,254**	**22,499**	**100**	**8,572**	**13,927**	**22,285**	**100**	**8,472**	**13,813**	**22,284**	**100**	**8,606**	**13,678**

Prepared By: TU Institutional Research: PP- 2/29/16

Source: EIS, EDS

Table 6

Race/Ethnicity for Tenured/Tenure-Track Faculty

Race / Ethnicity	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	27	5	8	19	27	5	9	18	25	4	9	16	26	4	8	18
American Indian or Alaska Native	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
Asian	65	11	41	24	76	13	42	34	81	14	45	36	85	14	44	41
Hispanic/Latino	13	2	3	10	15	3	4	11	16	3	4	12	16	3	4	12
White	463	80	239	224	458	77	240	218	451	77	236	215	453	77	230	223
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A	1	0	1	0	1	0	1	0	1	0	1	0
Two or more races	N/A	N/A	N/A	N/A	1	0	0	1	2	0	0	2	3	1	1	2
Did not self identify	6	1	5	1	12	2	5	7	10	2	6	4	11	2	6	5
Foreign	7	1	3	4	3	1	3	0	1	0	1	0	2	0	2	0
Total:	582	100	300	282	594	100	305	289	588	100	303	285	598	102	297	301

Race/Ethnicity for Faculty - Not Tenured/Tenure Track*

Race / Ethnicity	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	69	7	23	46	78	7	23	55	93	9	30	63	90	8	35	55
American Indian or Alaska Native	4	0	1	3	4	0	2	2	2	0	2	0	4	0	2	2
Asian	24	2	14	10	33	3	12	21	34	3	13	21	31	3	12	19
Hispanic/Latino	14	1	5	9	21	2	11	10	22	2	12	10	24	2	9	15
White	810	84	359	451	897	85	368	529	902	83	362	540	877	81	347	530
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A	1	0	1	0	1	0	1	0	2	0	1	1
Two or more races	N/A	N/A	N/A	N/A	6	1	3	3	7	1	2	5	10	1	3	7
Did not self identify	6	1	3	3	12	1	6	6	17	2	8	9	34	3	18	16
Foreign	36	4	15	21	8	1	5	3	5	0	3	2	8	1	4	4
Total:	963	100	420	543	1,060	100	431	629	1,083	100	433	650	1,080	100	431	649

*Includes Lecturers, Senior Lecturers, Clinical, Visiting, and Adjunct Faculty

Race/Ethnicity for All Faculty

Race / Ethnicity	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	96	6	31	65	105	6	32	73	118	7	39	79	116	7	43	73
American Indian or Alaska Native	5	0	2	3	5	0	3	2	3	0	3	0	5	0	3	2
Asian	83	5	52	31	109	7	54	55	115	7	58	57	116	7	56	60
Hispanic/Latino	26	2	8	18	36	2	15	21	38	2	16	22	40	2	13	27
White	1,270	82	597	673	1,355	82	608	747	1,353	81	598	755	1,330	80	577	753
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A	2	0	2	0	2	0	2	0	3	0	2	1
Two or more races	N/A	N/A	N/A	N/A	7	0	3	4	9	1	2	7	13	1	4	9
Did not self identify	42	3	20	22	24	1	11	13	27	2	14	13	45	3	24	21
Foreign	23	1	11	12	11	1	8	3	6	0	4	2	10	1	6	4
Total:	1,545	100	721	824	1,654	100	736	918	1,671	100	736	935	1,678	100	728	950

Table 7

Race/Ethnicity for Staff

Race / Ethnicity	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	250	17	110	140	265	17	116	149	266	17	115	151	264	17	111	153
American Indian or Alaska Native	3	0	3	0	2	0	2	0	1	0	1	0	1	0	1	0
Asian	32	2	11	21	36	2	12	24	39	2	16	23	41	3	17	24
Hispanic/Latino	18	1	12	6	28	2	16	12	37	2	21	16	37	2	22	15
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A	0	0	0	0	0	0	0	0	2	0	2	0
White	1,153	78	496	657	1,181	76	519	662	1,198	75	542	656	1,156	73	521	635
Two or more races	N/A	N/A	N/A	N/A	6	0	4	2	11	1	8	3	8	1	4	4
Did not self identify	1	0	1	0	26	2	9	17	31	2	11	20	39	2	14	25
Foreign	14	1	4	10	2	0	0	2	4	0	0	4	1	0	0	1
Total:	1,471	100	637	834	1,546	100	678	868	1,587	100	714	873	1,549	98	692	857

Prepared By: TU Institutional Research: PP- 2/29/16

Source: EIS, EDS

Note: Staff numbers do not include instructional staff (faculty) or graduate assistants.

UNIVERSITY OF BALTIMORE

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**UNIVERSITY
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INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

April 25, 2016

Submitted by:

Darlene Brannigan Smith, Ph.D.
Executive Vice President and Provost

I. Report on Institutional Programs and Cultural Diversity

Table 1
2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity
Cultural Diversity Plan, Implementation Strategy,
and Timeline for Meeting Goals within Plan

The University of Baltimore (UB) does not have a dedicated Diversity Plan but uses both the University Strategic Plan and the Goals and Objectives of the Office of Cultural and Diversity to guide efforts to recruit and retain faculty, staff and students and provides initiatives to create a supportive campus for a diverse community. In addition, specific initiatives are designed to both recruit and retain faculty, staff and students. In the past seven years, the demographic profile of our students has changed, but there has not been a parallel gain with staff and particularly faculty. We assess climate for our students and fare very favorably with students impression of climate, yet a staff and faculty survey has not been given in more than ten years.

High level key performance indicators for all undergraduate students (measured by the Student Satisfaction Inventory – SSI) indicate a level of satisfaction higher than other national four-year publics, noting that "Faculty are fair and unbiased in their treatment of individual students" and this institution shows concern for students as individuals, that the institution has a good reputation within the community and as well as a statistically significant rating by our students that "there is a strong commitment to racial harmony on this campus."

In addition, there has been a remarkable increase in the percentage of undergraduate African-American students, increasing from 34.7% in 2008 to 47.9% in 2015. While the % of Hispanic students remains small, it has more than doubled since 2.4% in 2011 to 5.5% in 2015. Interestingly, the percentage of students identifying as two or more races increased to 4.2% in 2015, making it nearly as prevalent as the Hispanic and Asian races. The growth in the percent of African-American students at the graduate level, while not as steep as the undergraduate level, still recorded remarkable gains from 21.0% to 34.9%, nearly a 14 percentage point gain. Strategic efforts in the Law School such as the Fannie Angelo's Program and Charles Hamilton Huston Program as well as targeted recruitment initiatives have resulted in larger increases in minority students from 16% in 2007 to 28% in 2015.

However, our gains in a diversity faculty and staff remains relatively unchanged. In addition, while we have measures of climate for students, particularly at the undergraduate level, we do not for faculty and staff, with the exception of the COACHE survey, leading UB to be more intentional in how we assess and understand climate at UB which may in turn impact recruitment and retention of a diverse work force. A system-wide climate survey should be considered to allow for benchmarking and target setting. Beginning in the early in 2016, the Culture and Diversity Committee has met regularly with President Schmoke and this led to a number of high level changes, including administering a climate survey in fall 2016, and are described in depth in *Table 2*.

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I. Report on Institutional Programs and Cultural Diversity

Table 1
2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity
Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within Plan

University of Baltimore

Strategic Plan (SP)	Goals and Timeline	Implementation Strategies	Areas of Emphasis/ Targeted Services for Specific Populations	Evaluation of Program	Goal Progress Compared to Base Year: 2009-2010	Areas of Needed Improvements
SP	*2014-2015 - SP 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.	Wide array of programs and services that are provided to students (see narrative)	All Students	Annual	Retention and Graduation Rates: First-Time, Full-Time, Degree-Seeking Freshmen Entering in the Fall Semester See table below.	More intentional and focused tracking and assessment of initiatives.
SP	*2014-2015 – SP 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. Objective 2.3: Increase enrollment of Maryland's growing populations including veterans, immigrants, Hispanic and Asians.	Make UB a "veteran-friendly" campus. Add dedicated personnel.	Veterans	Annual	Contractual Veterans Coordinator, PT Veterans Counselor, and a Benefits Coordinator in Financial Aid. First year tracking.	Need permanent (non-contractual) positions; expand recruitment and retention. Also, address culture and provide training/education to better understand and engage this population.
SP	*2014-2015 – SP 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. Objective 2.3: Increase enrollment of Maryland's growing populations including veterans, immigrants, Hispanic and Asians.	Expand outreach for city and region's growing Hispanic and Asian populations.	Hispanic Students	Annual	Hispanic students doubled from 2.4 % in 2011 to 5.5 % in 2015.	Expand outreach; increase at Shady Grove Campus.
SP	*2014-2015 - 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.	Expand beyond regional outreach in all schools.	International	Annual	More than 20% increase over one year.	

Cohort Year	Year	2007	2008	2009	2010	2011	2012	2013	2014
Retention Rates	2nd Yr	68%	82%	76%	77%	72%	67%	79%	71%
Enrolled	6-year	36%	43%	32%					

Table 1
2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity
Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within Plan

University of Baltimore						
Strategic Plan (SP)	Goals and Timeline	Implementation Strategies	Areas of Emphasis/ Targeted Services for Specific Populations	Evaluation of Program	Goal Progress Compared to Base Year: 2009-2010	Areas of Needed Improvements
	Objective 2.3: Expand UB's recruitment efforts with targeted outreach in select regional, national and international markets.					
SP	*2014-2015 - 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**.**	**Charles Hamilton Houston Scholars Program** helps under-represented college freshman and sophomores develop academic skills needed to enhance opportunities for Law School Admission. **Fannie Angelo's Program** selects eight Baltimore Scholars from HBCU's to attend the UB school of Law with full tuition. **LSAT Award Program** that helps prepare underrepresented students build strategies to score higher on the LSAT.	Increase diversity of students in Law School	Annual	Increase in minority students from 16% in 2007 to 28% in 2015 (27% to 28% 2014 to 2015).	Continuing
SP	*2014-2015 - Goal 3:* The University of Baltimore will be a preferred workplace and destination of choice for faculty, staff, students and alumni.	The **Cultural and Diversity Center's** goal is to develop experiential cultural immersion and alternative break programs for students.	All Students	Annual	Noel Levitz Student Satisfaction Survey. UB above peers in many climate-related questions, for example "There is strong commitment to racial harmony on this campus" - 76% UB students agree; national benchmark 60%. Bridge to Belize study abroad program. Cuba study abroad program.	Need campus climate survey.
SP	*2014-2015 - Goal 3:* The University of Baltimore will be a preferred workplace and destination of choice for faculty, staff, students and alumni.	Provide a wide array of programs and services to promote diversity	All students, faculty and staff	Annual	678 students, staff, faculty, and alumni participated in 30 programs offered by Culture and Diversity Center. 10% increase of 1,593 views of Diversity & Culture Center YouTube videos. Diversity and Culture Center Facebook page had 186 "likes" during 2014-2015, an increase of over 200%. Developed a Diversity and Culture website.	Continue to refine and enhance Culture and Diversity visibility.

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I. Report on Institutional Programs and Cultural Diversity

Table 2
2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity
Description of Way Institution Addresses Cultural Diversity
Among its Students, Faculty, and Staff

As indicated in the narrative for *Table 1*, UB takes pride in the positive indicators for diversity in enrollment growth and student perception of climate. Enhancements must be made for the recruitment and retention of the work force. This is not to indicate that we do not attend to these measures, but in the absence of a dedicated Diversity Plan, initiatives may not be assessed and revised for impact. Recently, the Culture and Diversity Committee has recommended the following:

Strategic Plan Revision

The committee reviewed the current university strategic plan (2014-2017); the plan does not clearly state diversity values and does not provide specific strategies in which matters of diversity and inclusion will be addressed. They proposed to amend the current plan to include diversity plan goals, objectives, and measures which are more focused and specific. This addendum will be presented at the Town Hall on May 5th, 2016.

Climate Survey

The committee learned that previous surveys administered to faculty, students, and staff **included** diversity questions. While a campus wide climate survey is needed, any data that is collected regarding diversity issues must be widely shared as it provides a starting point for discussions and action about diversity.

Human Resources Recruitment, Screening, and Retention Processes

An action plan be designed to provide assistance for each campus department to improve the process of the recruitment and hiring of diverse faculty and staff. However, if this initiative is to be successful, it is critical that Human Resources provide training for regular compliance reporting.

Multicultural Competency Training

Training in diversity, inclusion, and cultural awareness is needed at the University of Baltimore as it currently does not have a structure for cultural competency training for faculty, staff, or students. It is recommended that a series of mandatory trainings for faculty staff and student be initiated. The Culture and Diversity Committee will continue to evaluate training programs and models and how they might be implemented to meet the needs of our campus.

Website Presence

The committee co-chairs met with University Relations to develop a diversity presence on the UB website. As a result, the webpage "Diversity at UB" has been created and can be found under the About UB drop-down menu (http://www.ubalt.edu/about-ub/diversity-at-ub.cfm). The Diversity at UB page includes general information about UB's commitment to diversity, links to the Diversity and Culture Center's webpage and the Shared Governance page - including content about the Culture and Diversity Committee - as well as information about cultural student organizations on campus. The Committee will continue to work with UR to enhance and expand the content.

Finally, the university has started the process of drafting a diversity statement that addresses diversity, inclusion, and equity. This process should also include a mechanism for feedback and recommendations. Once approved, the statement should be posted to our website. Enhancements to the current diversity page will include university demographics, a calendar of diversity focused events, and a list of diversity focused courses that will link to the course catalog.

I. Report on Institutional Programs and Cultural Diversity

Table 2
2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity
Description of Way Institution Addresses Cultural Diversity Among its Students, Faculty, and Staff

University of Baltimore				
Recruitment and Retention of Underrepresented Students, Faculty, and Staff	**Creates Positive Cultural Interactions and Awareness among Students, Faculty, and Staff**	**Uses Cultural Sensitivity Instruction and Training for Students, Faculty, and Staff**	**Uses Administrative Structures, Offices, Councils, and Diversity Officers**	**Uses Targeted Programs and Services to Achieve Cultural Diversity Goals**
UB engages in the recruitment of underrepresented students. One of the enrollments strategic goals is to increase the Hispanic, Asian and Veteran population. The division of enrollment services has a recruiter position with a dedicated focus on Hispanic Students. The addition of dedicated personnel and programming for veterans has been put in place. To increase diversity in the Law School, the Charles Hamilton Houston Scholars Program helps under-represented college freshman and sophomore develop academic skills needed to enhance opportunities for Law School in a two week summer program. The Fannie Angelo's Program selects eight Baltimore Scholars from HBCU's to attend the UB school of Law with full tuition as well as the LSAT Award Program that helps prepared under represented students build strategies to score higher on the LSAT.	**Diversity Dialogue Series** Topics include racial profiling K-12 school discipline practices on students of color and there effects on self-esteem, confidence and college going behaviors, police brutality, and police involved shootings, religious celebrations in Africa, and Irish Culture.	**UB provides support for LGBTQIA students** Safe Space Ally Training- The Safe Space program seeks to establish a viable network of UB Allies made up of students, faculty, and staff to offer safe, non-judgmental and supportive advocates for LGBTQIA.	**Presidents' Office** **Division of Student Affairs** • Office of the Vice President for Student Affairs • Career and Professional Development Center • Diversity and Culture Center • BMALE Program **Enrollment** **All four colleges** **Human Resources**	**Presidents' Office:** Strategic Plan overall leadership **Student Affairs:** Diversity and Culture Center (all students); Student With Disabilities; BMALE; Veterans Center **Enrollment:** Targeted admissions **Academic Affairs:** Curricula and targeted programming and MOUs. **Human Resources:** Faculty and staff recruitment **Academic Affairs and Student Affairs**: Targeted retention initiatives**.**
UB engages in the retention of current students through student employment opportunities. Work study and non-work study employment opportunities posted through UB Works in the Career and Professional Development Center ensuring a diverse pool which includes international students, ethnic minority students and students of all ages, races, genders and class years Communities and specialized lists (i.e. African American Female VPSA).	**Holidays Around the World Program** The annual Holidays Around the World program invites students to host tables about their religious holidays and observances, students are encourages to dress in their native wear.	**UB provides Title XI Training** for all faculty, staff and students.		
UB provides support for LGBTQIA students. Safe Space Ally Training. The Safe Space program seeks to establish a viable network of UB Allies made up of students, faculty, and staff to offer safe, non-judgmental and supportive advocates for LGBTQIA.	**Student Affairs launched the Transgender Issues** Work Group which includes faculty, staff and students from across the university. To ready this group for their work, the group has received training and development via readings, movies, webinars about the issues and concerns of transgendered students.	**Center for Educational Access** Workforce Recruitment Program (WRP) provides students with disabilities the opportunity to interview with recruiters from the federal government. Interviews are held in October and/or November for potential job opportunities and internships that would begin the following summer.		

I. Report on Institutional Programs and Cultural Diversity

Table 2
2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity
Description of Way Institution Addresses Cultural Diversity Among its Students, Faculty, and Staff

University of Baltimore				
Recruitment and Retention of Underrepresented Students, Faculty, and Staff	**Creates Positive Cultural Interactions and Awareness among Students, Faculty, and Staff**	**Uses Cultural Sensitivity Instruction and Training for Students, Faculty, and Staff**	**Uses Administrative Structures, Offices, Councils, and Diversity Officers**	**Uses Targeted Programs and Services to Achieve Cultural Diversity Goals**
Office of the Vice President for Student Affairs BMALE Academy for men of color, with the goal of supporting students' successful matriculation towards graduation. Workshops on academic writing, managing personal finances, and how to apply for financial aid and scholarships. In addition, each student was paired with a graduate student or professional mentor.	**BMALE "**Dismantling the School to Prison Pipeline" Town Hall Forum sponsored by BMALE Academy. Program focused on disproportional K-12 school discipline practices on students of color and their effects on self-esteem, confidence, and college-going behaviors. Panelists included a White House official, Morgan State University Dean of the School of Education, Baltimore City Public Schools Executives and Baltimore City Public Schools' Chief of Police.	**Student Affairs** Staff participated in the Penn Summit Series on Responding to Racism on College and University Campuses.		
Law School American Bar Association Diversity Day Association Black History Month Recognition Week	**Diversity and Culture Center and Spotlight UB.** African American Arts Festival-The annual festival a three-day festival in recognition of Black History Month featured various events and was open to UB and surrounding community.	**Human Resources** meets with each new search committee to review ways in which the recruitment and hiring process can enhance the process for a diverse workforce.		
International Student Orientation Learning Goals: Introduce new international students to campus resources and services that support their educational, professional and personal goals, introduce international students to campus organizations and activities and how to become involved, introduce new students to the skills necessary to be academically successful.	**Diversity and Culture Center** African Drumming: The Diversity and Culture hosted an African Drumming Rhythmic Healing Circle, students were given the opportunity to learn the history and importance of drumming in African culture.	**Student Affairs** launched the Transgender Issues Work Group which includes faculty, staff and students from across the university. To ready this group for their work, the group has received training and development via readings, movies, webinars about the issues and concerns of transgendered students.		

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I. Report on Institutional Programs and Cultural Diversity

Table 3
2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity
Efforts to Create Positive Interactions and Awareness Among Students Faculty and Staff

In addition to many regularly scheduled events indicated in *Table 3*, additional programs, listed below, were provided during spring semester 2015 in response to the Baltimore unrest. Several of the activities also gave students an opportunity to communicate about social justice issues. The community-based activities occurred in neighborhoods impacted by the riots, which was particularly healing to students, faculty and staff who wanted and needed to assist in tangible ways. Student protests were preceded with a campus email on principles of safe assembly and what to do in the event of a riot.

- Moment of Unity Vigil (Student Affairs and Office of Academic Innovation) (60)
- UB the Voice (student-led—poetry, spoken word, music event) (40)
- Neighborhood clean-up, meal and discussion in Southwest Baltimore. Collaboration between the Center for Student Involvement and CUPs Coffee House (alumni and staff led) (200)
- Make A Difference Day 2015: Book Box Project in Southwest Baltimore sponsored by Center for Student Involvement and CUPs Coffee House (100)

Student-Lead Discussions:

This group met in the absence of university administrators/staff and penned a petition/call to action to University Administration. The discussions were reported to be well managed and peaceful. Follow up discussion were had with Student Affairs staff prior to the penning of the final document. Students used their voices in a constructive, mature and well-considered manner to engage the University Administration.

- People of Color Coalition meetings (student–led, 3 meetings) (60)

Discussions/Programs/Training - Guided by Faculty or Staff:

These discussions and programs reached a variety of audiences. The goals were to educate, train and provide opportunities for individuals to make sense of their experiences. Some events are UB traditions which were reframed based upon the riots. Others were new experiences designed to meet campus and community needs.

- UB Expressions: What is Your Hope for Baltimore? (Diversity and Culture Center, Spotlight UB and Center for Student Involvement arts and discussion program) (75)
- Be the Change (Faculty-led discussion & online interactive resource) (125)
- The Impact of Civil Unrest in Baltimore: Reflect, Share and Listen (three sessions sponsored by the Diversity and Culture Center and the Counseling Center) (15)
- Urban Child Symposium http://law.ubalt.edu/centers/cfcc/news/urbanchild/. Violence and the Urban Child: What Can We Do?, Urban Child Symposium - April 1, 2015 (100)
- Legal Observers, April 26, 2015, Training for students interested in becoming legal observers of demonstrations, etc. (60)
- Professor Byron Warnken began training Baltimore City police officials and officers on issues such as use of force and Fourth Amendment law (50)
- Governor Hogan Heroin Overdose Task Force held at law school on April 15, 2015 (30)
- Fellow/Scholar in Residence program for a graduate student to use our archival collections to study structural racism and social justice issues in Baltimore.
- Baltimore Authors Respond to the Death of Freddie Gray, a reading and community conversation with online magazine, American Short Fiction. (50)
- Law School Diversity Reception, April 11, 2015 (40)
- Black Poet Speak Out hosted by Spotlight UB (50)
- Emerging Voices Project (Reading of the apartheid play, the Chair of Voices, with talkbacks about gun control hosted by Spotlight UB) (50) and Memoir Performance of Baltimore Voices (30)

I. Report on Institutional Programs and Cultural Diversity

Table 3
2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity
Efforts to Create Positive Interactions and Awareness Among Students Faculty and Staff

University of Baltimore

Provides Cultural Diversity Instruction & Training of Students Faculty and Staff	Provides Curricular Initiatives that Promote Cultural Diversity in Classroom	Provides Co-Curricular Programs and Events for Students
All new Student Affairs staff complete online tutorials to better assist students with disabilities, veteran and military students and students who may be in mental distress.	UB provides **over 100 courses** that address diversity and culture in all four of the colleges and General Education; of note is the Common Read chosen for all sections of the Sophomore Seminar (General Education requirement) "The Immortal Life of Henrietta Lacks". These course offerings are assessed for enrollments.	MFA Reading Series brings a diverse array of writers to campus.
Safe Space Ally Training: The Safe Space program seeks to establish a viable network of UB Allies made up of students, faculty, and staff to offer safe, non-judgmental and supportive advocates for LGBTQIA members of the campus community.	**Divided Baltimore:** This semester-long course included Ted-talk style presentations by UB faculty members, business leaders, activists, and community members.	School of Communication Design and UB Hoffberger Center hosted a series of campus lectures and workshops with Tibetan monks of the Drepung Gomang Monastery.
The Student Affairs Professional Staff is reading the book "Waking Up White and Finding Myself in the Story of Race" by Debby Irving.		Programs and events for African American History Month, including The 8th Annual African-American Arts Festival and Writing towards Race - the Black Ladies Brunch Crew.
Required Title IX training.		Asian Club French Club Re-establishment of the UB Muslim Student Association
School of Communication Design held a faculty workshop on inclusive pedagogy for the school's faculty.		Division of Legal, Ethical, and Historical Studies exhibit on "The Baltimore Cultural Arts Program, 1964-1993".
Division of Applied Behavioral Sciences trains all counseling students in Multicultural Counseling, provides practicum training with a culturally diverse client population the emphasizes cultural diversity and sensitivity.		Cuba Study Abroad Program Belize Study Abroad Program
25 College of Public Affairs students attended the Amnesty International USA Mid-Atlantic Regional Conference, Nov 14&15, 2015		"Social Violence and Criminality" (November 10, 2015 lecture by Jose Fernandez Santillan, Fulbright Scholar in Residence).
College of Public Affairs (along with Merrick School of Business) serves as lead university partner on the USA Sustainable Cities Initiative led by the United Nations Sustainable Development Solutions Network		John Jay College of Criminal Justice President Jeremy Travis Lecture on "End to Era of Mass Incarceration" (September 8, 2015).
		Celebration honoring the third graduating class of the "Reasoning & Rehabilitation 2 For Girls & Young Women".
		Baltimore Neighborhood Indicators Alliance is a program in the Jacob France Institute (housed in the Merrick School of Business).

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I. Report on Institutional Programs and Cultural Diversity

Table 4
2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity
Institution has a Process for Reporting Campus-Based Hate Crimes

If a hate crime, as defined under title 10, subtitle 3, of the Criminal Law Article, is reported to the University of Baltimore Police Department, the department shall immediately assign the case to an investigator and begin a criminal investigation with a view towards prosecution. Moreover, any hate crime investigated by the University of Baltimore Police Department is reported to the Federal Bureau of Investigation in accordance with the Uniform Crime Report (UCR) guidelines. In addition to the UCR reporting protocols, any such hate crime is also reported to the U. S. Department of Education as mandated by the federal law known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The Dean of Students and the Office of Diversity Education and Programs would be notified of any hate crime so that intervention and counseling services could be activated to support the campus community. No hate crimes were reported in the AY 2015-16.

University of Baltimore
No campus-based hate crimes and bias motivated incidents were reported in AY2015-2016.

II. Demographic Tables

Table 5 - Students: For undergraduate students, there has been a remarkable increase in the % of African-American students, increasing from 34.7% in 2008 to 47.9% in 2015. The % of African-American students is now the most represented race at the University of Baltimore, surpassing the White race in 2009. While the % of Hispanic students remains small, it has more than doubled since 2.4% in 2011 to 5.5% in 2015. Interestingly, the percentage of students identifying as two or more races increased to 4.2% in 2015, making it nearly as prevalent as the Hispanic and Asian races. The growth in the percent of African-American students at the graduate level, while not as steep as the undergraduate level, still recorded remarkable gains. The percentage of African-Americans increased from 21.0% to 34.9%, nearly a 14 percentage point gain. The 34.9% reflects the African-American racial distribution of the state of Maryland as a whole.

University of Baltimore

Table 5a: Undergraduate Students

	2009-2010				2010-2011				2011-2012				2012-2013				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	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	1,569	47.9%	522	1,047
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	15	0.5%	4	11
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	153	4.7%	78	75
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	179	5.5%	88	91
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	1,133	34.6%	577	556
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	9	0.3%	2	7
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	136	4.2%	54	82
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	83	2.5%	37	46
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	3,277	100.0%	1,362	1,915

Table 5b: Graduate Students

	2009-2010				2010-2011				2011-2012				2012-2013				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	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	952	34.9%	271	681
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		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	126	4.6%	65	61
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	106	3.9%	40	66
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	1,313	48.2%	617	696
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		0.0%		
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	68	2.5%	28	40
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	159	5.8%	72	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	2,725	100.0%	1,093	1,632

II. Demographic Tables

Table 6 - Faculty: The University of Baltimore's racial distribution of the tenured/tenure-track faculty has remained remarkably stable. The percent of African-American faculty has remained within a single percentage point, i.e., between 8.3% and 9.2%, with the current year recording 8.7%. The other minority races have similarly remained stable, although the percentage of Hispanic faculty has fallen from 3.9% in 2012 to 1.9% in the current year. The lack of significant change in the percentage distribution indicates (a) the long-term employment of the faculty and (b) the slow turnover in tenure-track faculty.

The faculty distribution by gender for the tenure/tenure track faculty has recorded significant changes. The percent of women to men faculty increased in six of the past seven years, from 36% into 45%. If the current trend continues, the faculty distribution by gender will be 50% women by 2019. The Merrick School of Business has the most diverse faculty with 39% of a minority status.

The percent of adjunct faculty headcount fluctuated substantially over the past 7 years. From 2008-2012, the percent of adjuncts ranged from 36% - 38%, but thereafter it established a new plateau of 39% - 40%. This indicates the increasing reliance of the university on adjunct faculty.

University of Baltimore

Table 6a: Tenured/Tenured Track

	2011-2012				2012-2013				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	13	8.8%	7	6	16	9.6%	8	8	14	8.3%	6	8	15	8.8%	7	8	14	8.7%	5	9
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	9	6.1%	6	3	11	6.6%	6	5	13	7.7%	7	6	15	8.8%	8	7	14	8.7%	7	7
Hispanic/Latino	5	3.4%	1	4	5	3.0%	1	4	4	2.4%	0	4	4	2.4%	0	4	3	1.9%	0	3
White	116	78.9%	71	45	130	77.8%	77	53	124	73.4%	72	52	130	76.5%	76	54	129	80.1%	75	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
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
Did not Self identify	4	2.7%	3	1	5	3.0%	3	2	14	8.3%	9	5	6	3.5%	5	1	1	0.6%	1	0
Total	147	100.0%	88	59	167	100.0%	95	72	169	100.0%	94	75	170	100.0%	96	74	161	100.0%	88	73

Table 6b: Other Tenured Status

	2011-2012				2012-2013				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	33	13.1%	19	14	29	12.3%	16	13	36	13.9%	21	15	44	17.0%	26	18	37	15.1%	24	13
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	10	4.0%	3	7	13	5.5%	6	7	12	4.6%	6	6	10	3.9%	4	6	6	2.4%	3	3
Hispanic/Latino	1	0.4%	1	0	3	1.3%	1	2	6	2.3%	3	3	8	3.1%	5	3	4	1.6%	3	1
White	200	79.7%	119	81	189	80.1%	127	62	195	75.3%	118	77	193	74.5%	126	67	181	73.9%	115	66
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
Two or More races	1	0.4%	0	1	0	0.0%	0	0	0	0.0%	0	0	1	0.4%		1	1	0.4%	0	1
Did not Self identify	6	2.4%	4	2	2	0.8%	2	0	10	3.9%	8	2	3	1.2%	1	2	16	6.5%	8	8
Total	251	100.0%	146	105	236	100.0%	152	84	259	100.0%	156	103	259	100.0%	162	97	245	100.0%	153	92

II. Demographic Tables

Table 7 - Staff: The employment of African-American staff over the last 7 years has varied only slightly from an average of 35.6. The current year percentage is 35.3%. The staff racial distribution largely reflects that of the State of Maryland on a whole. The percentage of female staff over the past 7 years has varied between 59% and 63%, with no clear pattern.

University of Baltimore

Table 7: Staff																								
	2010-2011				**2011-2012**				**2012-2013**				**2013-2014**				**2014-2015**				**2015-2016**			
	#	%	Male	Female	#	%	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	188	35.9%	58	130
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	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	18	3.4%	11	7
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	8	1.5%	5	3
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	296	56.5%	126	170
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	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	6	1.1%	4	2
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	8	1.5%	3	5
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	524	100.0%	207	317

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UNIVERSITY OF MARYLAND, BALTIMORE

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY
2015 ANNUAL PROGRESS REPORT
UNIVERSITY OF MARYLAND, BALTIMORE

I. Report on Institutional Programs of Cultural Diversity:

1. **Table 1 – UMB summary of institutional plan to improve cultural diversity**

   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, Student Affairs, and our schools as well as programming by our students. Furthermore, each of the graduate and professional schools has accreditation standards that include cultural competency and diversity in the forefront of their educational efforts.

   UMB specifically lists "Diversity" as one of its seven core values[1]. The UMB publication "Living the Core Values"[2] 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,*

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[1] https://www.umaryland.edu/president/core-values/
[2] https://www.umaryland.edu/media/umb/president/core-values/UMB-CV-Booklet-WEB-v2.pdf

*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.*

This 2015 progress report highlights some of the activities that have occurred and
others for which planning has begun. UMB's Strategic Plan[3] expires on July 1, 2016
and a new strategic plan will be adopted in the next few months. The current plan,
however outlines 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 to improve cultural diversity.

The University's theme relevant to cultural diversity reads:

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

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. The diversity and inclusion efforts were led

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

by the Vice President of Planning and Chief Accountability Officer, Dr. Roger Ward. The Diversity Advisory Board, which plays a vital role in the diversity and inclusion efforts of the University was led by Dr. Elsie Stines, Assistant Vice President of Special Projects and Initiatives.

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. The table on the following page, highlights the diversity and inclusion goals with concomitant tactics and their status as the of the most recent reporting period.

While the implementation of the University's strategic theme of diversity and inclusion is on-schedule, the city of Baltimore and our campus confronted the difficult rioting and unrest that followed the death of Freddie Gray one year ago. The University's response to these events has been documented elsewhere[4], and includes these examples:

- Development of the web page, "UMB Responds," to connect the University Community with the needs of West Baltimore. The page highlighted upcoming opportunities to help and a listing of volunteer opportunities.
- Development of a student support web page[5] for students to voice their feelings and create a sense of community.   The web page highlighted a new service for students, "shared experience volunteers," who are a network of faculty and staff formed to address issues of race, class, poverty and the violence in the city and to provide support to our student body.
- The University collected goods for city residents, recruited volunteers, and created a one-stop shop for finding useful information and opportunities to support community neighbors during and after the protests.
- The Student Counseling Center expanded its walk-in hours for students.
- Development of a year-long conversation on race, diversity and inclusion occurring on multiple levels within the institution including: human resources, student affairs, faculty and staff, and the President's Office
- A "Forum on Race" was held for the University Community on May 6, 2015. The discussion was facilitated by Megan Meyer, PhD, MSW, associate dean for academic affairs at the University of Maryland School of Social Work and featured a panel of local experts who helped the University contextualize recent events within the larger scope of Baltimore's relationship with race.

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[4] https://www.umaryland.edu/oce/umb-responds/
[5] http://www.umaryland.edu/campuslife/student-support/

Table 1. UMB summary of institutional plan to improve cultural diversity

University of Maryland, Baltimore						
A	**B**	**C**	**D**	**E**	**F**	**G**
Diversity Plan	**Goals and Timeline**	**Implementation Strategies**	**Areas of Emphasis**	**Evaluation of Program**	**Goal Progress Compared to Base Year**	**Areas of Needed Improvement**
Yes 3 Goals	Goal 1: Promote a commitment to diversity and a culture of inclusion	1.1 Assign to the President's Diversity Advisory Council oversight and support of the University's diversity and inclusion initiatives. 1.2 Establish a diversity and inclusion distinguished fellow who will develop and operationalize novel initiatives promoted by the Diversity Advisory Council 1.3 Appoint in each school and principal administrative unit a senior administrator or faculty member to liaise with the Diversity Advisory Council on diversity and inclusion initiatives 1.4 Conduct a University-wide diversity and inclusion assessment to establish a baseline form which to build programs and initiatives. 1.5 Administer a period survey to assess the campus climate on diversity and inclusion issues.	1.1 Entire university community 1.2 Entire university community 1.3 Senior administrators and faculty 1.4 Entire university community 1.5 Entire university community	Y (annual)	1.1 Complete 1.2 Fellow candidates are currently being interviewed 1.3 Complete 1.4 Climate survey is currently underway and report will be issued in May 2016 1.5 Will begin in 2017	N/A
	Goal 2: Enhance the environment to ensure diversity is valued and inclusion becomes a guiding principle in every aspect	2.1 Establish new and support existing initiatives for diversity and inclusion in all academic and administrative units and develop accountability mechanisms to assess outcomes. 2.2 Include "promotion of diversity and inclusion" among performance criteria in the reviews of all University leaders 2.3 Promote diversity among faculty and leadership 2.4 Conduct a periodic compensation	2.1 Entire university community 2.2 University leadership 2.3 Faculty and leadership 2.4 Entire university community 2.5 Entire	Y (annual)	2.1 An ongoing effort resulting in new programs annually 2.2 Complete 2.3 Ongoing efforts to diversify faculty ranks 2.4 Complete and results shared 2.5 Ongoing	Faculty diversity is an area of needed improvement in several of UMB's schools.

A	B	C	D	E	F	G
Diversity Plan	**Goals and Timeline**	**Implementation Strategies**	**Areas of Emphasis**	**Evaluation of Program**	**Goal Progress Compared to Base Year**	**Areas of Needed Improvement**
	of University activities	review to promote best practice in salary and resource allocation to ensure equitable and performance-based treatment for all. 2.5 Develop and publicize events and programs that recognize and celebrate diversity and promote inclusion	university community			
	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.	3.1 Create a cultural competency initiative that promotes cultural competency throughout the University. 3.2 Establish resource on professionalism to guide the University's effort in promoting cultural competency as an essential and desirable attribute in the ongoing growth and development of faculty, staff and students. 3.3 Offer a training program that prepares faculty and staff to be influential leaders, advocates and spokespeople for cultural competency initiatives across the University.	3.1 Entire university community 3.2 Entire university community 3.3 Faculty and staff	Y (annual)	3.1 A year-long project including symposia and completion of a position paper concluded in April 2016. The results are being reviewed by the DAC. 3.2 Delayed 3.3 Pilot project among student affairs staff to conclude in May 2016	Faculty and staff training in cultural competency, diversity, and inclusion will continue to be a focus in the next strategic plan.

2. **Table 2 – Addressing cultural diversity, representation of underrepresented groups, recruitment and retention of underrepresented groups, and program specific initiatives**

Given the space requirements of this report it is not possible to list all of the campus and school activities related to increasing the numerical representation among students, faculty, and staff. The following narrative and table will offer exemplars for students, faculty and staff.

Students

At each of the Schools, considerable effort is made to recruit, admit and retain a diverse student body. Recruitment strategies to foster a diverse applicant pool and admitted class include visiting historically minority schools and attending specialty fairs, as well as targeted recruitment events that focus on underrepresented minorities. Every year the schools have had success at events such as the Summer Medical Dental Education Program, National Hispanic Medical Association, Latino Provider Network, Future Latino Leaders Law Camp, National Association of Medical Minority Educators, and the National Association of African American Honors Program.

The Schools also host groups of underrepresented prospective student to campus for receptions with the intent of connecting them to current students and alumni. Additionally, supportive efforts continue post-admission. The School of Nursing Student Success Center offers an array a services such as academic coaching, tutoring, writing assistance, and enrichment targeted to the unique needs of their diverse student body.

Staff and Faculty

Fostering a work and educational environment that is free from discrimination is at the forefront of UMB's efforts. Each year UMB prepares an Affirmative Action Plan[6] that assists leaders 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 to increase our emphasis. This effort is connected to UMB's Strategic Plan and Core Values. The Affirmative Action Plan is also used annually for the purposes of benchmarking. Each year school leadership is provided with a report of the previous year's status with respect to diversity for all faculty and staff positions. This information is emphasized when recruitment of faculty and staff discussed with department leaders so that appropriate efforts can be made in areas of identified need.

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[6] https://www.umaryland.edu/media/umb/oaa/oac/documents/eeo/AA-Plan-Exec-Report-2014-2015.pdf

Table 2: Addressing cultural diversity, representation of underrepresented groups, recruitment and retention of underrepresented groups, and program specific initiatives

University of Maryland, Baltimore				
A	**B**	**C**	**D**	**E**
Recruitment and Retention of Underrepresented Students, Faculty, and Staff	**Creates Positive Cultural Interactions and Awareness among Students, Faculty, and Staff**	**Uses Cultural Sensitivity Instruction and Training for Students, Faculty, and Staff**	**Uses Administrative Structures, Offices, Councils, and Diversity Officers**	**Uses Targeted Programs and Services to Achieve Cultural Diversity Goals**
State the recruitment and/or retention initiative and indicate for whom it applies	*State the initiatives used to create interactions and awareness for students, faculty, and staff*	*State what type of instruction and training is used for students, faculty, and staff*	*List in hierarchical order all diversity structures used within and across the institution*	*State the targeted programs and services and indicate for whom each is targeted.*
Annual Affirmative Action Plan Benchmarking Diversity. Used as an annual assessment of where the University should focus its minority/gender recruitment efforts. (Faculty and Staff)	Student Affairs Diversity Initiatives[7] and Diversity Celebrations[8]. The Diversity celebrations include: Hispanic Heritage, LGBTQ History, American Indian Heritage, Black History, Women's History, Arab American Heritage, Asian-Pacific American Heritage, and Irish American Heritage	Safe Space Training[9] workshop provides information about how to be a supportive ally to LGBTQ students and colleagues. Upon completion, participants have the option of becoming a Safe Space member and displaying an UMB Safe Space placard or button.	1. President's Diversity Advisory Council[10] 2. Office of Accountability and Compliance[11] 3. Student Affairs Office of Interprofessional Service Learning and Student Initiatives[12] 4. School of Nursing, Associate Dean of Diversity and Inclusion[13]	The Graduate School is part of the tri-campus PROMISE grant, intended to increase significantly the number of minority (Black, Hispanic, American Indians) students receiving doctoral degrees in STEM
School of Medicine uses information from the American Medical Colleges for its availability pool and compared to the general	President's Symposium and White Paper Project[14] focusing on Cultural Competence in 2015-2016. engaged faculty, staff, and students in a	Student Affairs Professional Staff Diversity Training is a series of ½ workshops which are mandatory for all student affairs professional staff. These		UMB's CURE program[15], identifies promising middle school students in Baltimore and prepares them for health care and research careers

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

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

[9] http://www.umaryland.edu/islsi/diversity-initiatives/safe-space/

[10] https://www.umaryland.edu/diversity/

[11] https://www.umaryland.edu/equalaccess/diversity-and-inclusion-initiatives/

[12] http://www.umaryland.edu/islsi/what-we-do/

[13] https://www.umaryland.edu/diversity/council-members/jeffrey-ash/

[14] http://www.umaryland.edu/islsi/presidents-initiatives/symposium-and-white-paper-project/

[15] https://www.umaryland.edu/cure-scholars/

University of Maryland, Baltimore				
A	B	C	D	E
Recruitment and Retention of Underrepresented Students, Faculty, and Staff	**Creates Positive Cultural Interactions and Awareness among Students, Faculty, and Staff**	**Uses Cultural Sensitivity Instruction and Training for Students, Faculty, and Staff**	**Uses Administrative Structures, Offices, Councils, and Diversity Officers**	**Uses Targeted Programs and Services to Achieve Cultural Diversity Goals**
State the recruitment and/or retention initiative and indicate for whom it applies	*State the initiatives used to create interactions and awareness for students, faculty, and staff*	*State what type of instruction and training is used for students, faculty, and staff*	*List in hierarchical order all diversity structures used within and across the institution*	*State the targeted programs and services and indicate for whom each is targeted.*
population of available faculty based on specialty area (Faculty)	yearlong conversation on a cultural competence.	workshops are facilitated by an external expert.	5. Diversity and Anti-Oppression Committee in the School of Social Work 6. International Services Office	through hands-on workshops and lab experiences, and mentorship.
The School of Social Work continues to strive to "Create an atmosphere that fosters cultural responsiveness" and can point to a number of key accomplishments to demonstrate its on-going commitment to improving our programming and school climate and impact as well as faculty recruitment.[16]	President's Student Leadership Institute, with its Cultural Competence Track[17] is a co-curricular certificate program designed to expose students to contemporary issues in leadership and professional development in order to prepare participants for professional leadership in a diverse work place.	American Sign Language Training[18] students, faculty and staff can participate in a 10-week long course that will teach the American Sign Language (ASL) level 1.	Student Organizations, including: Iranian Dental Association, Student Awareness for Latino Unanswered Disparities, Muslim Legal Society, Asian Pacific American Medical Student Association, Women in Medicine, Hispanic Dental Association, Anti-Oppression Workgroup, LGBTQ Allies Union, and the Community Action Network, among many others.	

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[16] http://www.ssw.umaryland.edu/about-the-ssw/strategic-plan/diversity/
[17] http://www.umaryland.edu/islsi/presidents-initiatives/presidents-student-leadership-institute/
[18] http://www.umaryland.edu/islsi/diversity-initiatives/american-sign-language/

University of Maryland, Baltimore				
A	B	C	D	E
Recruitment and Retention of Underrepresented Students, Faculty, and Staff	**Creates Positive Cultural Interactions and Awareness among Students, Faculty, and Staff**	**Uses Cultural Sensitivity Instruction and Training for Students, Faculty, and Staff**	**Uses Administrative Structures, Offices, Councils, and Diversity Officers**	**Uses Targeted Programs and Services to Achieve Cultural Diversity Goals**
State the recruitment and/or retention initiative and indicate for whom it applies	*State the initiatives used to create interactions and awareness for students, faculty, and staff*	*State what type of instruction and training is used for students, faculty, and staff*	*List in hierarchical order all diversity structures used within and across the institution*	*State the targeted programs and services and indicate for whom each is targeted.*
	Veteran's Success Initiative[19] with dedicated programming for student veterans to help with transitioning out of the military and into higher education.	Poverty Simulation Training[20] designed to help participants begin to understand what it might be like to live in a typical low-income family and survive from week to week		
	Dr. Martin Luther King, Jr. Diversity Recognition Award[21]	Faculty Development Series: 1) Implicit Bias, February 17, 2016. 2) Creating Gender Affirming Classrooms, April 19, 2016		

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[19] http://www.umaryland.edu/islsi/diversity-initiatives/veterans-success-initiatives/
[20] http://www.umaryland.edu/islsi/poverty-simulation/
[21] https://www.umaryland.edu/president/letters-to-the-umb-community/martin-luther-king-jr-diversity-recognition-award-nominations.php

3. **Table 3 – Create positive interactions and cultural awareness among students, faculty, and staff on campus.**

UMB has a strong tradition of on campus programming, both at the campus and at the school level, which promotes positive interactions and cultural awareness. 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." Each year the Diversity Advisory Council hosts the Dr. Martin Luther King, Jr. Diversity Celebrations, including the Diversity Recognition Award. This annual award recognizes an 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.

In Student Affairs, the Office of Internprofessional Student Learning and Services Initiatives (ISLSI) held approximately 90 diversity-related co-curricular programs and events, with approximately 6,100 student attendees. In evaluations of these events, 91% of attendees reported that the event increased their appreciation for the interactive relationship of race, ethnicity, sexual orientation, class and/or gender in society.

In the realm of course offerings, the schools have an obligation to satisfy 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. There are far too many courses that cover diversity and inclusion topics, and as such Table 3 will offer a sampling.

In one notable case, the School of Law developed a course in response to the events of the Black Lives Matter movement. In the fall of 2015 UMB's School of Law offered a course entitled Freddie Gray's Baltimore: Past, Present and Moving Forward. The course description states "The course will examine the recent unrest itself and then examine the causes of, and possible solutions to, those dislocations, including an examination of problems in policing; criminal justice; housing; health care; education; poverty; and community development and joblessness." Students taking this course will be provided with the knowledge and tools needed to become involved in citizen and government efforts to reform law and policies as it pertains to the issues surrounding Freddie Gray's death. Students are also encouraged to volunteer for opportunities in Baltimore that will help to address many of the issues brought to light in this case, and the unrest in Baltimore.

Table 3: Efforts to Create Positive Interactions and Cultural Awareness

University of Maryland, Baltimore		
A	B	C
Provides Cultural Diversity Instruction & Training of Students Faculty and Staff	**Provides Curricular Initiatives that Promote Cultural Diversity in Classroom**	**Provides Co-Curricular Programs and Events for Students**
State the nature and type of instruction and training for students, faculty, and staff	*State the nature and type of curricular initiatives used to promote cultural diversity in the classroom within the institution*	*List institution-wide and targeted co-curricular programs for students*
1. Safe Space Training, ongoing throughout the year 2. American Sign Language, ongoing throughout the year 3. Taboo Topics: An ongoing conversation about race, ethnicity and culture, ongoing throughout the year 4. Student Affairs Staff Diversity and Inclusion Training, ongoing throughout the year 5. Poverty Simulation Training. This training is designed to help participants understand what it might be like to live in a typical low-income family in Baltimore. It is an interactive workshop that occurs multiple times over the academic year 6. Microaggressions in the workplace, 12/2/2015	1. Freddie Gray's Baltimore: Past, Present, and Moving Forward (SOL) 2. Civil Rights with Persons with Disabilities Clinic (SOL) 3. Health and International Human Rights Seminar (SOL) 4. Gender in the Legal Professions Seminar (SOL) 5. Immigration Law (SOL) 6. Area Health Education Center Clerkships (SOM) 7. Medical Spanish (SOM) 8. Context of Health Care (SOP) 9. Cultural Competence and Medical Spanish (SOP) 10. Reducing Global Social and Behavior Health Disparities (SSW) 11. Social Equality and Justice (SSW) 12. Qualitative Cross-Cultural Research 13. Social Work Practice with Immigrant and Refugee Populations 14. Global Women's and Children's Health (Graduate School)	The following are a sampling of co-curricular programs and events delivered to students. 1. The President's Symposium & White Paper Project: Olivia Carter-Pokras, Ph.D, 9/9/ 2015 2. Aquí Se Habla Español: Language as the Primary Cultural Expression of Latinidad with Frances Ramos-Fontan, 9/17/2015 3. The Latino Immigrant Population & Culturally Responsive Services in Baltimore, 9/30/2015 4. Working While Latino, 10/1/2015 5. Reframing Disability, 10/5/2015 6. National Coming Out Day, 10/9/2015 7. The President's Symposium & White Paper Project: Jamie Washington, M.Div., PhD, 10/12/2015 8. Cultural Competence: Intercultural Development Inventory, 10/13/2015 9. Connecting Latina Racialization to the Body: Beyond Hair Texture and Skin Color, 10/15/2015 10. Race Card Project: Essay Competition, 10/16/2015 11. Out on Campus Panel Discussion about LGBTQ Issues, 10/27/2015 12. The President's Symposium & White Paper Project, Ira SenGupta, MA, 11/4/2015 13. Pow Wow, 11/19/2015 14. Operation Welcome Home Card Making, 11/11/2015 15. World Aids Day, 12/1/2015 16. Chill-Out Cook Off for HIV Care, 12/1/2015 17. ChristmaHanukKwanzaa Holiday Dessert Party, 12/14/2015 18. World Hijab Day, February 1, 2016 19. Healing Drum Circle, 2/8/2016

University of Maryland, Baltimore		
A	**B**	**C**
Provides Cultural Diversity Instruction & Training of Students Faculty and Staff	**Provides Curricular Initiatives that Promote Cultural Diversity in Classroom**	**Provides Co-Curricular Programs and Events for Students**
State the nature and type of instruction and training for students, faculty, and staff	*State the nature and type of curricular initiatives used to promote cultural diversity in the classroom within the institution*	*List institution-wide and targeted co-curricular programs for students*
		20. The President's Symposium & White Paper On Cultural Competence: Tawara Goode, 2/9/ 2016 21. Spirituality in Patient Centered Care, 2/16/2016 22. African Ancestry Tracing, 2/24/2016 23. Natural Hair Discussion and Product Swap, 2/29/2016 24. President's Symposium & White Paper Project, Joseph Telfair, PhD, MPH, 3/8/2016 25. Working with ESOL Learners, 3/21/2016 26. Arab Music, Dance, and Culture by Karim Nagi, 4/11/2016 27. The President's Symposium & White Paper Project: The Fellows Present Their Findings, 4/14/2016 28. Arab American Identity: Susan Muaddi-Darraj, 4/20/2016 29. Qigong Class, 5/2/2016 30. Annual Asian and Pacific Islander Luau, 5/9/2016

4. **Table 4 -- Each institution should indicate whether it has a process for reporting campus-based hate crimes.**

Institution has a process for reporting hate-based crimes	
University of Maryland Baltimore	
Yes	All hate-based crimes are reported through UMB's Police Force. In 2015, there were no reported incidents.

II. Demographic Data:

The Board of Regents has requested that institutional demographic data be provided in each annual progress report on programs of cultural diversity. To meet this requirement, institutional reports should
provide separate student, faculty, and staff demographic data as indicated in the attached example of tables for all activities identified or enumerated in the institutional plan or implemented as a result of enhancement initiatives.

Tenure Track Faculty

Year	Race	Total	Pct	F	M
2009	African American	34	5.76%	14	20
	Asian/Pacific Islander	77	13.05%	19	58
	Hispanic	15	2.54%	4	11
	Native American	2	0.34%	1	1
	White	462	78.31%	136	326
		590		174	416
2010	African American/Black	30	5.26%	12	18
	American Indian/Alaska Native	2	0.35%	1	1
	Asian	77	13.51%	15	62
	Hispanic/Latino	15	2.63%	5	10
	Other Pacific Islander	1	0.18%	.	1
	White	445	78.07%	133	312
		570		166	404
2011	African American/Black	29	5.14%	12	17
	American Indian/Alaska Native	2	0.35%	1	1

	Asian	80	14.18%	16	64
	Hispanic/Latino	14	2.48%	5	9
	Not Reported	1	0.18%	1	.
	Other Pacific Islander	1	0.18%	.	1
	White	437	77.48%	135	302
		564		170	394
2012	African American/Black	31	5.54%	13	18
	American Indian/Alaska Native	2	0.36%	1	1
	Asian	82	14.64%	17	65
	Hispanic/Latino	12	2.14%	4	8
	Not Reported	1	0.18%	1	.
	White	432	77.14%	135	297
		560		171	389
2013	African American/Black	30	5.45%	13	17
	American Indian/Alaska Native	2	0.36%	1	1
	Asian	81	14.73%	16	65
	Hispanic/Latino	11	2.00%	4	7
	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
2015	African American/Black	31	5.93%	15	16
	American Indian/Alaska Native	3	0.57%	1	2
	Asian	81	15.49%	19	62
	Hispanic/Latino	9	1.72%	2	7
	White	399	76.29%	134	265
		523		171	352

Non-Tenure Track Faculty

Year	Race	Total	Pct	F	M
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
	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
2015	African American/Black	252	10.01%	170	82
	American Indian/Alaska Native	3	0.12%	2	1
	Asian	552	21.92%	256	296
	Hispanic/Latino	55	2.18%	31	24
	Other Pacific Islander	3	0.12%	3	.
	Two or More Races	16	0.64%	10	6
	White	1637	65.01%	927	710
		2518		1399	1119

* Includes employees classified as "fellows" (EEO6=8) having a federal standard occupational classification within Education, Training and Library Occupations.

Non-Faculty Employees

Year	Race	Total	Pct	F	M
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

Year	Race/Ethnicity	Count	Percent		
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
2015	African American/Black	1202	31.76%	816	386
	American Indian/Alaska Native	8	0.21%	4	4
	Asian	337	8.90%	218	119
	Hispanic/Latino	80	2.11%	50	30
	Other Pacific Islander	2	0.05%	2	.
	Two or More Races	29	0.77%	25	4
	White	1967	51.97%	1308	659
		3625		2423	1202

<u>Students</u>

Year		Race	Total	Pct	F	M
2008	Undergraduate	African American	223	26.1%	53	170
		Asian/Pacific Islander	103	12.1%	12	91
		Hispanic	29	3.4%	8	21
		Native American	4	0.5%	.	4
		Not Reported	77	9.0%	10	67
		White	418	48.9%	49	369
			854		132	722
	Graduate	African American	846	16.0%	178	668
		Asian/Pacific Islander	718	13.5%	254	464
		Hispanic	210	4.0%	66	144
		Native American	15	0.3%	6	9
		Not Reported	384	7.2%	154	230
		White	3129	59.0%	936	2193
			5302		1594	3708
	Total		6156		1726	4430
2009	Undergraduate	African American	208	24.6%	43	165
		Asian/Pacific Islander	115	13.6%	24	91
		Hispanic	31	3.7%	10	21
		Native American	5	0.6%	1	4
		Not Reported	69	8.2%	7	62
		White	416	49.3%	40	376
			844		125	719
	Graduate	African American	895	16.2%	192	703
		Asian/Pacific Islander	779	14.1%	273	506
		Hispanic	208	3.8%	66	142
		Native American	13	0.2%	3	10
		Not Reported	412	7.4%	165	247
		White	3231	58.3%	993	2238
			5538		1692	3846
	Total		6382		1817	4565
2010	Undergraduate	African American/Black	157	20.3%	32	125
		American Indian/Alaska Native	4	0.5%	.	4
		Asian	102	13.2%	20	82
		Hispanic/Latino	35	4.5%	8	27
		International	26	3.4%	3	23

		Not Reported	12	1.6%	1	11
		Other Pacific Islander	3	0.4%	1	2
		Two or More Races	23	3.0%	3	20
		White	410	53.1%	48	362
			772		116	656
	Graduate	African American/Black	786	14.1%	160	626
		American Indian/Alaska Native	11	0.2%	4	7
		Asian	778	14.0%	269	509
		Hispanic/Latino	237	4.2%	76	161
		International	182	3.3%	76	106
		Not Reported	142	2.5%	54	88
		Other Pacific Islander	4	0.1%	2	2
		Two or More Races	119	2.1%	37	82
		White	3318	59.5%	1055	2263
			5577		1733	3844
	Total		6349		1849	4500
2011	Undergraduate	African American/Black	123	16.8%	34	89
		American Indian/Alaska Native	3	0.4%	2	1
		Asian	100	13.7%	21	79
		Hispanic/Latino	33	4.5%	4	29
		International	25	3.4%	6	19
		Not Reported	19	2.6%	1	18
		Two or More Races	11	1.5%	3	8
		White	417	57.0%	50	367
			731		121	610
	Graduate	African American/Black	782	13.8%	169	613
		American Indian/Alaska Native	10	0.2%	3	7
		Asian	799	14.1%	264	535
		Hispanic/Latino	272	4.8%	83	189
		International	200	3.5%	79	121
		Not Reported	133	2.3%	45	88
		Other Pacific Islander	3	0.1%	2	1
		Two or More Races	151	2.7%	35	116
		White	3314	58.5%	1087	2227
			5664		1767	3897
	Total		6395		1888	4507
2012	Undergraduate	African American/Black	109	15.0%	24	85

		American Indian/Alaska Native	1	0.1%	1	.
		Asian	104	14.3%	23	81
		Hispanic/Latino	42	5.8%	7	35
		International	16	2.2%	4	12
		Not Reported	19	2.6%	2	17
		Two or More Races	18	2.5%	4	14
		White	419	57.6%	51	368
			728		116	612
	Graduate	African American/Black	764	13.5%	164	600
		American Indian/Alaska Native	8	0.1%	3	5
		Asian	809	14.3%	271	538
		Hispanic/Latino	294	5.2%	99	195
		International	219	3.9%	86	133
		Not Reported	138	2.4%	44	94
		Other Pacific Islander	1	0.0%	1	.
		Two or More Races	172	3.0%	41	131
		White	3235	57.4%	1071	2164
			5640		1780	3860
	Total		6368		1896	4472
2013	Undergraduate	African American/Black	107	14.3%	21	86
		American Indian/Alaska Native	1	0.1%	.	1
		Asian	113	15.1%	21	92
		Hispanic/Latino	42	5.6%	9	33
		International	27	3.6%	5	22
		Not Reported	23	3.1%	3	20
		Other Pacific Islander	1	0.1%	.	1
		Two or More Races	27	3.6%	5	22
		White	405	54.3%	48	357
			746		112	634
	Graduate	African American/Black	754	13.6%	151	603
		American Indian/Alaska Native	8	0.1%	1	7
		Asian	841	15.2%	269	572
		Hispanic/Latino	282	5.1%	101	181
		International	244	4.4%	95	149
		Not Reported	123	2.2%	44	79
		Two or More Races	164	3.0%	38	126
		White	3122	56.4%	1005	2117

			5538		1704	3834
	Total		6284		1816	4468
2014	Undergraduate	African American/Black	125	15.8%	33	92
		American Indian/Alaska Native	1	0.1%	.	1
		Asian	111	14.0%	16	95
		Hispanic/Latino	31	3.9%	5	26
		International	21	2.7%	2	19
		Not Reported	22	2.8%	6	16
		Other Pacific Islander	1	0.1%	.	1
		Two or More Races	27	3.4%	5	22
		White	453	57.2%	49	404
			792		116	676
	Graduate	African American/Black	833	15.2%	170	663
		American Indian/Alaska Native	8	0.1%	2	6
		Asian	830	15.1%	262	568
		Hispanic/Latino	293	5.3%	99	194
		International	249	4.5%	95	154
		Not Reported	112	2.0%	42	70
		Other Pacific Islander	2	0.0%	1	1
		Two or More Races	165	3.0%	44	121
		White	2992	54.6%	977	2015
			5484		1692	3792
	Total		6276		1808	4468
2015	Undergraduate	African American/Black	162	18.7%	34	128
		American Indian/Alaska Native	1	0.1%	.	1
		Asian	112	12.9%	14	98
		Hispanic/Latino	44	5.1%	5	39
		International	21	2.4%	3	18
		Not Reported	17	2.0%	5	12
		Two or More Races	28	3.2%	7	21
		White	481	55.5%	54	427
			866		122	744
	Graduate	African American/Black	884	16.2%	193	691
		American Indian/Alaska Native	7	0.1%	1	6
		Asian	868	15.9%	288	580
		Hispanic/Latino	301	5.5%	82	219

	International	263	4.8%	97	166
	Not Reported	105	1.9%	45	60
	Other Pacific Islander	2	0.0%	1	1
	Two or More Races	169	3.1%	51	118
	White	2864	52.4%	939	1925
		5463		1697	3766
Total		6329		1819	4510

UNIVERSITY OF MARYLAND, BALTIMORE COUNTY

UMBC
PROGRESS REPORT ON INSTITUTIONAL
PROGRAMS OF CULTURAL DIVERSITY
SUPPLEMENTARY NARRATIVE

APRIL 25, 2016

Report on Institutional Programs of Cultural Diversity

Table 1 –

Goals, Timelines and Implementation Strategies

Throughout 2015-2016, 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. 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

Column D on the table includes some of UMBC's key diversity initiatives to advance these broad goals, and column F provides highlights of measurable progress made.

The Meyerhoff Scholars Program has been at the forefront of efforts to increase diversity among future leaders in science, engineering, and related fields. The UMBC Meyerhoff family is now more than 1300 strong, with over 1000 alumni across the nation and nearly 300 students enrolled in graduate and professional programs. In recent years, the program has sought to increase the number of students from Baltimore City and Baltimore County Public Schools. Strengthening existing connections and forging new partnerships is a priority so that high school teachers, counselors, principals and STEM program administrators are aware of the program's benefits and success in recruiting, retaining and graduating a diverse population of STEM students who in overwhelming numbers go on to pursue advanced STEM degrees and enter to nation's work force. Through efforts this year, we had a record number of African Americans to attend Meyerhoff Selection Weekends. However, we will continue to work for an increase in the number of students from area school systems, particularly both Baltimore City and Baltimore County.

Table 2 –

Programs that support student diversity and success

The Meyerhoff Scholars Program offers a different emphasis that focuses on highly able students who aspire to become leading research scientists and engineers. The program is open to people of all backgrounds committed to increasing the representation of minorities in science and engineering. In a proven formula for success, the program adheres to 13 key components. Where top scholars at other institutions are motivated by competition, Meyerhoff rely on mutual support and continually challenge each other to do more, creating an environment that amounts to positive peer pressure. Students are encouraged to form study groups for particular classes within their majors, with Meyerhoff students. This close-knit community of like-minded peers is a foundational pillar of the program model.

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 who are interested in improving the underrepresentation of minorities in STEM. 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 Under-represented enrollment in the Meyerhoff Graduate Fellows Program has grown from five students in 1996 to 81 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 83 Meyerhoff Fellows have received Ph.D. degrees. By comparison, only seven Under-represented Minorities earned Science, Engineering and Mathematics Ph.D.s in participating Ph.D. programs in the 19 years preceding the Meyerhoff Graduate Program.

Components of our program will enable UR graduate students to compete more effectively for federal research grants, make informed postdoctoral choices, and more confidently pursue leadership positions in industry, government, and academics.[1]

Meyerhoff Bridge Program's Financial Aid Presentation – The Meyerhoff Scholars undergraduate program strives to increase diversity among future leaders in science and engineering. UMBC's Meyerhoff Scholars begin their studies in a summer Bridge program and therefore do not participate in the traditional Orientation Program for new students. A Financial Aid Workshop is built into the summer Bridge agenda, ensuring students receive a thorough explanation of their aid and billing expectations. The group participates in a computer lab and the presentation approach is hands-on, allowing students to use tools such as the Cost Calculator and to complete a website scavenger hunt quiz reiterating the key topics students need to know.

The Reception and Overnight for Academically Talented African American Students targets high achieving African American high school sophomores and juniors. The students and their families are invited to a reception to learn about UMBC and meet members of our community. The program

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[1] Table 2. Items 27-28

includes remarks by the UMBC President, key faculty and administrators, as well as African American students.[2]

The Reception and Overnight for Academically Talented Hispanic/Latino Students targets high achieving Hispanic and Latino high school sophomores and juniors. The students and their families are invited to a reception to learn about UMBC and meet members of our community. The program includes remarks by the UMBC President, key faculty and administrators, as well as Hispanic and Latino students. Following the reception, student attendees are hosted by members of the Hispanic and Latino Student Union (HLSU) in spending the evening to gain a greater understanding of the campus community.[3]

High School College Nights-UMBC staff provide Financial Aid Night presentations to various area high schools, including schools with vulnerable populations of students including Centennial High School, Chesapeake Science Point Public Charter School, and Long Reach High School. The presentation is geared to assist students and parents who are considering higher education at any institution and focuses on foundational aspects of Federal, State, and Institutional financial aid such as types of aid available, completing the FAFSA, and applying for additional scholarships.

Center for Women in Technology (CWIT)
Since its initial creation in 1998, The Center for Women in Technology (CWIT) has developed into a vital partner in efforts to increase the retention and recruitment of women and other underrepresented groups in the College of Engineering and Information Technology (COEIT). In the past five years, CWIT has focused on building programs and services that: (1) attract more female applicants to our CWIT Scholars programs and increase the yield of women to COEIT majors, (2) build community among increasing numbers of women who are not CWIT Scholarship recipients, and (3) contribute to improving the climate in the College for undergraduate women to ultimately increase their retention and graduation rates.

In fall 2015, CWIT served a total of 99 Scholars in three programs - 53 CWIT Scholars, 22 T-SITE (NSF S-STEM funded) and 24 Cyber scholars (funded by the Northrop Grumman Foundation). Sixty-eight percent of the scholars in all three programs are women. The Cyber and T-SITE scholars programs are focused on increasing gender as well as ethnic/racial diversity. Fifty percent of Cyber and T-SITE scholars are women and 21% of Cyber scholars and 25% of T-SITEs are African American or Hispanic. In addition to the Scholars programs, CWIT provides academic, personal, and professional development support to a growing number of CWIT Affiliates and Cyber Affiliates (primarily women; no scholarship support). The number of Affiliates has grown to over 200 students.

CWIT has increased its recruitment efforts for scholars by increasing participation in institutional recruiting efforts, targeted high school visits, and expanded CWIT recruitment initiatives aimed at high school girls. During fall 2015, there were 22 high school visits that reached approximately 500 students. CWIT continues to collaborate on the Maryland & Delaware Award for Aspirations in Computing for high school girls. Aspirations Award applicants are invited to apply for the Bits and Bytes, Cyber 101, and Best of CWIT recruitment programs. Cyber101 was piloted this year and received 68 applications for 24 spaces. In its second year, Best of CWIT attendance increased to 85 students from approximately 50 last year. As a result of these targeted recruiting efforts, applications for the CWIT Scholars program

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[2] Table 2. Item 16
[3] Table 2. Item 15

increased from approximately 75 to 150 over the past five years. Applications from students of color rose from 13% to 28%. Nine of the 24 offers for the fall 2016 CWIT cohort were made to African American or Hispanic students- up from three last year. The visibility of CWIT scholar programs and both Affiliates programs has increased in and outside of UMBC as well.[4]

Women's Center
The Women's Center at UMBC advances gender equity from an intersectional feminist perspective through co-curricular programming, support services, and advocacy for marginalized individuals and communities. We prioritize critical social justice as our community value, with a deliberate focus on women, gender, anti-racism, and feminism. The Women's Center addresses recruitment and retention of underrepresented students, faculty, and staff in various ways to include a scholarship program for non-traditional women students, identity-based discussion groups for LGBTQ students and women of color. The Women's Center also provides space for UMBC's lactation room and seeks to provide additional support resources to UMBC mothers and parents. [5]

Off Campus Student Services (OCSS)
- OCSS focused this year on retention of African American male transfer students. The Coordinator for Commuter Engagement brought together a focus group of African American males to discuss retention issues at the institution, as well as reformed the student organization MALES, which focuses on mentoring for African American male transfer students. [6]

Student Life
- Student Life staff retreat focused on racial identity development of the staff[7]
- LGBTQ Campus Climate Workgroup - group that meets monthly to address challenges on campus for LGBTQ people; this year our big project has been working on creating a system for use of preferred name [8]
- Black Unity Meetings for African Student Association, Black Student Union, Caribbean Student Council, and Ethiopian/Eritrean Student Association leaders hosted by Student Life and Commons staff.[9]
- Staff of Color Network meetings and events hosted by various Student Affairs staff[10]

Residential Life
- Participation at Admissions events, particularly Latino/Hispanic and African-American/Black student recruitment events[11]
- Supporting summer bridge housing for groups such as Upward Bound and Blind Industries[12]

[4] Table 2. Item 26
[5] Table 2. Items: 10 – 13

[6] Table 2. Item 44
[7] Table 2. Item 40
[8] Table 2. Item 41
[9] Table 2. Item 42-E
[10] Table 2. Item 43-E
[11] Table 2. Item 42
[12] Table 2. Item 43

- Discussions in Residential Life Department meeting following critical campus events related to identity[13]

Counseling Center
- We have adopted an online training simulation Kognito - LGBTQ On Campus for Faculty and Staff, that will help build a community of respect, inclusion, and support for LGBTQ students. In this 30-minute interactive role-play course, faculty and staff will learn how to address discriminatory language, talk to a student who chooses to discuss their LGBTQ identity, identify when a student may be distressed, and refer them to support. LGBTQ on Campus for Students teaches users how to respond to biased comments, support a student who comes out, recognize signs of psychological distress, and connect students to appropriate campus resources. [14]

- Counseling Center Multicultural Competency Training Program for Interns - Staff and interns need to develop and maintain multicultural competency. A commitment to working with students from a multicultural perspective is particularly important given the diverse student population and staff at the Counseling Center. The multicultural competency component of the training program is designed to develop more intensive and comprehensive knowledge, understanding, and skills in working with students from diverse backgrounds and under-represented groups. Knowledge of, and sensitivity to, diversity issues are essential in all areas of practice and are included in didactic training seminars as well as in supervision, group work, and outreach programming. As such, participation in the internship training program will not only involve increasing one's skills and knowledge base with regard to multicultural competency, but will also involve some levels of self-disclosure as well as exploration, within the context of furthering personal awareness and professional development. Additionally, interns are expected to incorporate multicultural perspectives into supervision of practicum students, group therapy, outreach programming, and case conference.[15]

In addition to the programs noted above that are specifically focused on the needs of some of the special populations that enrich our diversity, UMBC offers a wide array of programs to support our student population as a whole, because within that population there is a specific group, African American male transfer students, whose graduation rates have sometimes been lower than those of White students. By targeting such groups as transfer students at UMBC with special support, UMBC is advancing its goal of supporting a diverse student body.

The Transfer Student Alliance (TSA) Program 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.

Pre-UMBC TSA benefits include:
- Access to UMBC/UMBC at Universities at Shady Grove facilities and campus services including the library and computer labs
- Participation in student activities, including cultural and recreational opportunities

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[13] Table 2. Item 40-E
[14] Table 2. Item 41 – E.
[15] Table 2. Item 40-F

- Concurrent enrollment at a 25% tuition discount for one UMBC course per term (not to exceed a total of three discounted courses)
- $50 transfer application fee waiver

TSA benefits at UMBC include:
- Guaranteed transfer admissions to UMBC
- Guaranteed on-campus housing upon initial matriculation at UMBC's main campus
- $1500 merit scholarship for each of two years of full-time study (award can be accepted with other UMBC merit award offers)
- Priority advising and registration on designated New Student Orientation[16]

Credit When It's Due (CWID) - Reverse Awarding of the Associate's Degree Program aims to assist community college transfer students who have matriculated at UMBC prior to earning their associate's degree. Eligible students use coursework they are completing for UMBC bachelor's degrees towards remaining requirements needed to complete associate's degrees at their former community colleges. Leveraging MOU agreements and active partnerships with Montgomery College, Community College of Baltimore County, Howard Community College, and Anne Arundel Community – the CWID program strategically targets hundreds of eligible students from diverse backgrounds each semester including those of Latino, Asian, Black or African American, and Multi-Racial descent. According to analytical reports on students completing associate's degrees through UMBC's CWID reverse awarding process – students from each of these ethnic or racial categories have been recorded.   To date, over 200 students have earned associate's degrees from community colleges throughout the state of Maryland through the CWID program.[17]

The Baltimore County Collegiate Alliance Partnership (CAP) aims to support and promote college enrollment with students at Baltimore County Public Schools with the lowest college-going rates by addressing four key indicators for college enrollment and success: 1) remediation, 2) applying to two or more colleges, 3) completing and submitting a Free Application for Federal Student Aid (FAFSA), and 4) matriculating in college. To achieve this goal and facilitate these outcomes, the partnership, represented by designated leadership from Baltimore County Public Schools, Community College of Baltimore County and University of Maryland, Baltimore County agrees to:

- Designate a representative(s) for the partnership that offers experience and expertise in relevant areas including, but not limited to, academic planning and preparation, college counseling, and college student success and degree completion.
- Meet regularly – no less than twice a year – to discuss and better understand the needs and challenges, to develop strategies and to monitor progress.
- Leverage existing resources, where possible, and explore opportunities for new resources i.e. grants, to support and advance the work of the partnership.
- Actively promote the efforts of the partnership with students, parents, faculty, staff, alumni and community leaders.

[16] Table 2. Item: 14

[17] Table 2. Item 19

- Provide expertise and resources in the design, development and delivery of relevant content including, but not limited to, academic planning and preparation, college admissions and application process, financing college education and student success strategies.

Additionally, UMBC

- waives the $50 admission application fee for participating students
- promotes scholarship opportunities to incentivize completion of the associate's degree.[18]

The New Student Orientation program is mandatory for all new freshmen and transfer degree-seeking students prior to the fall and spring semesters. New Student Orientation is a day-long event designed to provide students with information necessary to begin their academic career at UMBC.
During orientation, students will learn more about academic requirements, meet with an academic advisor and register for classes. Orientation includes sessions designed to give students an introduction to the values of UMBC and life outside the classroom. New Student Orientation continues with Welcome Week, a week-long series of social and educational events.

In addition, a family orientation program is offered for family members who want to learn more about UMBC, as they too become part of the university community. During the program, families learn more about the activities and opportunities available to students at and around UMBC.[19]

Financial Aid Night for Building STEPS -Building Science Technology and Education Partnerships, Inc. is a not-for-profit program which supplements student classroom learning and exposes underserved high school students to science and technology based career fields where minorities are overwhelmingly underrepresented. UMBC's Office of Financial Aid and Scholarships has been partnering with Building STEPS since 2010 by providing a Financial Aid Night. For the formal presentation, staff present an overview of Financial Aid, including types of aid and costs. For the second half of the evening, staff help students and parents complete the online FAFSA application and set up their MD CAPs account for state aid.[20]

Learning Resources Center and Introduction to an Honors University classroom presentations on financial aid-The LRC Course is designed to offer further support to students who may be struggling. Many participants are on academic probation or at risk of probation and the participants are in need of additional skills, resources, and supports to be successful. Each semester, Financial Aid staff provide a presentation to LRC classes. The presentation focuses on topics of relevance to the class such as differentiating grants from loans, addressing the financial (bill and aid) impacts of dropping or withdrawing, and sharing the potential impact of poor progress/grades by reviewing the federal Satisfactory Academic Progress policy and UMBC's standards for continued aid. Most importantly, the session gets students thinking about the financial aspects of their decisions and circumstances and shares the resources and aid counseling the Financial Aid staff can provide.

Introduction to an Honors University for transfer students (TRS)
This program is a modified Introduction to an Honors University (IHU) seminar for transfer students (TRS 201). TRS 201 seminars are one- or two-credit courses linked to a required course in the major that is typically taken by new transfer students. In each TRS, 60 percent of the course is academic content the

[18] Table 2. Item 20
[19] Table 2. Item 21
[20] Table 2. Item 22

department deems advantageous for new students entering upper-level courses. The remaining 40 percent of the course focuses on information that assists with the transition to the university as it also addresses topics of particular interest to transfer students such as academic advising, career counseling and connections to faculty in the discipline. TRS 201 reinforces the lecture content while working with students to enhance their study skills with a major focus on ensuring students have the writing, communication, and research skills necessary to be successful in their discipline. The course also supports students in the areas of exam preparation, time management, and other key skills through the lens of the needs of transfer students. [21]

Loan Repayment Workshop-In addition to the federally required exit counseling, UMBC's Office of Financial Aid and Scholarships coordinates a loan repayment workshop for graduating seniors each fall and spring. Currently, the targeted participants are those who are scheduled to graduate and have borrowed the highest student loan debt. Possible expansion to include a larger participant pool is under evaluation.

Supplemental Instruction (SI)
Expanded Supplemental Instruction (SI) for courses which historically have been difficult for transfer students. SI is peer-assisted group discussion in optional weekly sessions offered five times per week. A trained peer SI leader assists students in identifying key topics and problems from class and solving them. SI leaders are recruited primarily from among Meyerhoff and Sherman Teacher Scholars Programs and students recommended by faculty members.[22]

First Year Intervention (FYI)
Extended First-Year Intervention (FYI) to include transfer students. FYI focuses on freshman, including transfer students with fewer than 30 credits. The program ask faculty members to report on any of these students who, at mid-semester, are in danger of earning less than an A, B, or C in their course. The FYI program notifies identified students of their situation via a *my*UMBC alert linked to online information about campus support available to the students. [23]

Recruitment and Support of a Diverse Faculty Body

Interfolio
An online faculty search software that assists in improving our faculty diversity recruitment efforts. This software receives faculty job applications and allows the College Dean to monitor the aggregate diversity of the pool for each active search. The Dean uses this information to determine if the diversity of the applicant pool for a faculty search is consistent with the diversity of Ph.D. holders in a specific field as defined by the National Science Foundation's Annual Survey of Earned Doctorates. When the diversity of the candidate pool is not consistent with the report, hiring committees often are not permitted to begin reviewing applications and must continue their efforts to assemble a diverse pool of applicants for the position. Finally, in addition to monitoring the diversity of job applicant pools for faculty positions, Interfolio's online review and evaluation features increase transparency in the search committee's review of candidates. Before evaluating any of the job applications, hiring committees must develop the criteria/questions they will use to vet candidates. The use of clear and consistent guidelines

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[21] Table 2. Item 23
[22] Table 2. Item 24
[23] Table 2 Item 25

helps ensure that all applicants are reviewed using the same criteria that help diminish implicit bias and other forms of discrimination.[24]

Faculty Search Committee Implicit Bias Training
All faculty search committee chairs are required to attend this training on best practices for recruiting a diverse pool of applicants, developing and using fair metrics for the evaluation of candidates, and minimizing the impact of inherent racial and gender bias throughout the hiring process.[25]

UMBC-STRIDE
(Committee on Strategies and Tactics for Recruiting to Improve Diversity and Excellence) is a faculty-led group that provides peer-to-peer training on the ways that overt discrimination, implicit bias, accumulated advantage and disadvantage, and the influence of gender and racial schemas have inhibited the recruitment and hiring of underrepresented minority faculty. STRIDE also provides guidance on best practices that will maximize the likelihood that diverse candidates for faculty positions will be identified, recruited, and hired at UMBC. The Committee leads workshops for faculty and administrators involved in every stage of the hiring process. It also works directly with individual departments by meeting with chairs, faculty search committees, and other department members involved with recruitment and hiring.[26]

Eminent Scholar Mentoring Program
This two-year formal mentoring program establishes a mentoring relationship between newly hired assistant professors and a prominent external researcher in their field. This program was initially developed to support the professional development of women faculty in STEM and minority faculty across all disciplines but now extends to all new assistant professors on campus. This mentoring relationship gives the UMBC faculty member a connection to their larger research community to enhance their success as they advance through the ranks of academia.[27]

Postdoctoral Fellows for Faculty Diversity
UMBC's Postdoctoral Fellowship for Faculty Diversity is a two-year in residence fellowship designed to increase faculty diversity at UMBC by supporting the success of promising new Ph.D. recipients and preparing those scholars for possible tenure track appointments at UMBC. During the two-year appointment, UMBC provides fellows with teaching and research mentors and professional development opportunities across campus. Fellowship recipients are provided with a stipend, health benefits, and additional funding for conference travel and the preparation of scholarly work, office space with a computer, library and other privileges at the university. Thus far, eight fellows have participated in the program and UMBC has hired one fellow into a tenure-track position. The program will accept applications for its 4th cohort of fellows in Summer 2016.[28]

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[24] Table 2. Item 29
[25] Table 2. Item 30
[26] Table 2. Item 31
[27] Table 2. Item 32
[28] Table 2. Item 33

Faculty ADVANCEment Workshops
These workshops are open to all UMBC faculty and provide the information needed to successfully advance through the ranks of academia. Particular attention is paid to ensuring that a diverse faculty community has clear and transparent opportunities to thrive at UMBC.[29]

ADVANCE Leadership Cohort Program
Launched in 2005, the Leadership Cohort Program uses the cohort model and focuses on intentional career advancement. The program's purpose is to a) promote the advancement of women STEM faculty to positions of leadership, b) provide funding for professional development opportunities for women STEM faculty that will assist them in developing necessary skills needed to thrive in positions of leadership, and c) disseminate knowledge gained from the sponsored development opportunity to other faculty at UMBC. The first cohort convened in fall of 2005 and was comprised of six women, including STEM faculty and mid-level administrators. Now, in its ninth year, the members of the three original cohorts have formed the ADVANCE Leadership Alliance, which is charged with serving as an advisory board for future leadership cohorts and continuing leadership training to systematically transform the culture of the university.

Southern Regional Education Board Conference
The annual Compact for Faculty Diversity is the largest gathering of early-career minority Ph.D. scholars in the nation. Each year, our campus sends a team of faculty and administrators to actively recruit potential future faculty and to heighten the national visibility of UMBC among academic communities of color. UMBC also has access to the SREB doctoral scholar database that is used in our diversity recruitment activities.[30]

On-Ramps to Full Professor
A National Science Foundation grant, "On-Ramps" to Full Professor: Institutional Support for Post-Family Leave Faculty Research Reintegration," offers calibrated support at critical junctures for post-family leave associate professor women to accelerate research productivity while minimizing the effects of productivity gaps.

Emerging Scholars Program
The Emerging Scholars Program provides departments, centers, and programs with funding to host advanced graduate students and junior faculty from underrepresented communities on campus for a two-day immersion experience. The Emerging Scholars Program seeks to (a) elevate the visibility of UMBC within networks of graduate students and junior faculty working with underrepresented communities; (b) increase the number of job applicants from underrepresented communities; (c) strengthen information sharing and candidate identification strategies for future recruitment of underrepresented faculty; and (d) enhance the exposure of UMBC students to a pedagogically and demographically diverse faculty.[31]

PROMISE AGEP
Community Building Activities within Maryland: The PROMISE AGEP always invites the UMBC diverse faculty community to its tri-campus events in an effort to facilitate community building and connections. These activities include the Fall Harvest Dinner at College Park each November, the May Celebration of

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[29] Table 2. Item 35
[30] Table 2. Item 37
[31] Table 2. Item 34

Graduates in Howard County, and the August Summer Success Institute (SSI) which has been held at various locations (UMBC, UMCP, UMB, Sheraton Hotel in Columbia, Hotel at Arundel Preserve)

Recruitment and Support of a Diverse Staff Body

Higher Education Recruitment Consortium
UMBC is a founding member and advisory board member of the Mid-Atlantic Higher Education Recruitment Consortium (HERC). HERC is a non-profit consortium of over 700 colleges, universities, hospitals, research labs, government agencies, and related non- and for-profit organizations. Consortium members share a commitment to hiring the most diverse and talented faculty, staff, and executives.[32]

VITA Tax Preparation-UMBC became a VITA site location for the 2015 tax filing season and assisted 106 low income tax filers, 28 of whom were UMBC students, complete their tax return. UMBC students, faculty, staff, and community members with a household income below $54,000 were eligible to request a tax filing appointment. Trained UMBC and community volunteers counseled and filed tax returns and offered financial counseling over the course of 6 Saturdays.

Table 3 –

Efforts to Create Positive Interactions and Cultural Awareness on Campus

The Meyerhoff Scholars Program

Each incoming cohort of Scholars participates in a six-week residential pre-freshman bridge experience that includes credited coursework and co-curricular activities. All participants enroll in a three-credit course entitled Race, Science and Society in with they explore the construct of race, the history of underrepresentation in STEM and of the associated sociological issues. This first year seminar course allows students to discuss and unpack a range of topics and theories related to diversity and underrepresentation. In addition Summer Bridge students participate in a two-part Diversity workshop conducted by a leading diversity consultant known for his ability to "engage" students in a way that leads to powerful self-work, reflection, and action. In addition, 8-12 scientists and engineers from a variety of backgrounds (scientific interests, work setting, gender, race, etc) participate in an annual seminar series in which they visit to campus and speak about their research, STEM journey, professional and personal challenges, and successes with Meyerhoff Scholars.

IHU and TRS Cultural Diversity

UMBC's Introduction to an Honors University and Transfer Student Seminars require students to participate in three and two co-curricular programs respectively. Through these assignments students: discuss diversity as a UMBC value; discuss the variety of types of diversity and examine the benefits of diversity in developing and strengthening ties with UMBC and the surrounding community; and

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[32] Table 2. Item 38

appreciate and discuss differences with guidance as to how to manage conversations related to topics that are often found to be challenging.[33]

The Women's Center prioritizes critical social justice as our community value, with a deliberate focus on women, gender, anti-racism, and feminism. The Women's Center provides cultural diversity instruction and training of students, faculty and staff in various ways to include providing workshop and training opportunities to the campus community and spearheading events and efforts centered around various awareness months to include Sexual Assault Awareness Month, Relationship Violence Awareness Month, Women's History Month, and LGBTQ History. Additionally, the Women's Center is the lead sponsor of Critical Social Justice which is a multifaceted and interdisciplinary programming initiative intended to explore social justice and diversity issues in both theory and practice from academic, activist, and artistic perspectives.[34]

The Center for Women in Technology (CWIT) has developed a scholar program model that includes mandatory activities that: 1) provide ongoing academic coaching, 2) build and maintain a supportive peer community, and foster professional development. Over the past three years, diversity topics and activities specifically designed to create positive interactions and cultural awareness have been intentionally added to the scholar experience. For example, the summer retreat for new scholars includes a session about the current demographics in computing and engineering majors and careers and the importance of CWIT's mission and role in increasing diversity. The CWIT first-year seminar course and the annual January Retreat also include interactive activities and discussions intentionally designed to increase scholars' awareness of diversity and their cultural competence. Two sections of an FYE class are offered for new freshman Scholars and a second section for interested CWIT and Cyber Affiliates. Four years ago the Men in CWIT group was established to develop increased awareness and advocacy skills among male scholars for supporting underrepresented groups in computing and engineering. [35]

Athletics

Staff and Student Athlete Training
Dr. Derek Greenfield presented-Confronting Ourselves: Promoting Diversity, Cultural Competence, and Inclusive Excellence. Specifically: In this increasingly diverse global work, individuals and organizations must adopt policies and practices that appreciate the power of culture in building relationships and maximizing human potential. This powerful participatory session challenges people to examine their own biases and work together to learn how to achieve inclusive excellence. Staff: April 5th from 9-11am, Student-athletes April 5th from 6:00pm-7:30pm[36]

You Can Play **Events**
"Every fall, winter and spring, the Athletics Department, in conjunction with the America East Conference, hosts ""You Can Play"" nights during 2 soccer games, 2 basketball games and 2 lacrosse games. You Can Play promotes inclusivity regardless of sexual orientation, with the premise being, if you can play, you can play. Their mission is: You Can Play is dedicated to ensuring equality, respect and safety for all athletes, without regard to sexual orientation.

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[33] Table 3. Item 12
[34] Table 3. Items 8-11.
[35] Table 3. Items 13-14
[36] Table 3. Item 17

You Can Play works to guarantee that athletes are given a fair opportunity to compete, judged by other athletes and fans alike, only by what they contribute to the sport or their team's success.

You Can Play seeks to challenge the culture of locker rooms and spectator areas by focusing only on an athlete's skills, work ethic and competitive spirit. www.youcanplayproject.org"[37]

Each instructor of PHED 202, a class in which the majority of the freshmen student-athletes enroll, completed a lesson covering multicultural diversity. Three instructors completed a form of a "privilege walk activity" with their students, covering a wide range of topics that included the impact of gender, race, sexual orientation, economic upbringing, and educational opportunities among others. The fourth section's lesson included a social identities activity in which the students were asked to respond to questions about their identity by moving silently to a sign representing an aspect of themselves covering similar topics as previously mentioned. Each lesson included an open discussion following the activity. Some PHED 202 sections also required students to complete an anonymous discussion board post as a response to their experience in class, allowing students an opportunity to share their feelings in a more protected environment.[38]

Residential Life[39]
- Attendance at diversity-related professional development for each Asst. Director annually
- Training provided during student staff August training -- Resident Advisors
- Support & Sponsor employee to attend the Social Justice Training Institute (2 applied; 1 accepted)
- Restorative Justice Circles for bias-related incidents where perpetrator identified.[40]
- Residential Life had 121 programs at the halls and apartment communities addressing social justice/diversity August – March[41]
- Interact Program - This program being led by the Vice President for Student Affairs is a collaborative team at UMBC that includes faculty from the MLLI program and Student Affairs professionals. The main goal of this program is to create an environment on a floor where students can be comfortable with differences, engage in dialogue, and have confidence in who they are. Three residential floors have been identified in this pilot program and will participate in peer led dialogue groups around difficult topics designed to challenge them as well as prepare them for our diverse society.[42]

Student Life[43]
- Safe Zone training - offered multiple times a year for students, faculty and staff
- InterACT training for peer facilitators
- Mosaic Diversity Presenters training - offered once a year in August to recruited student, staff and faculty volunteers

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[37] Table 3. Item 18
[38] Table 3. Item 17-E
[39] Table 3. Items 19-21
[40] Table 3. Item 23-F
[41] Table 3. Item 24-F
[42] Table 3. Item 25-F
[43] Table 3. Items 22-25

- How to be an Ally Workshop series - pilot focused on underrepresented populations and offered three times in Spring 2016
- Curriculum for the Foundations of Leadership class is grounded in social justice and cultural awareness[44]
- Workshops presented at IHU classes on cultural competency[45]
- Programs offered by the Mosaic and Interfaith Centers including: What's the Tea discussion series, How to be an Ally series, International Film festivals, National Diversity Awareness Month Fairs, Speakers and Passive Programs (ex. bulletin boards, article posts)[46]
- Programs offered by Student Life supporting the Black African American, African, and Caribbean communities - educational and cultural
- Programs offered by Student Life supporting the Hispanic and Latino/a communities - educational and cultural
- Programs offered by Student Life supporting the Asian American, Asian, South Asian and Pacific Islander communities - educational and cultural
- Interfaith Connections Dialogue Group offered by Student Life supporting religious/spiritual education and development in students from diverse, backgrounds
- Programs offered by Student Life supporting the LGBTQ community - social and educational in nature
- Critical Social Justice Week co-hosted by Student Life and the Women's Center[47]

Career Center

- The UMBC Career Center hosts a Diversity Recruitment Event for nearly 200 students each fall to help them build their network and speak with top employers over dinner. All participating employers are interested in diversifying their workforce. This program is co-sponsored by NSBE. A sample of employers who attended the event include: Johns Hopkins Applied Physics Lab, T. Rowe Price, General Electric, CareFirst BlueCross BlueShield, CIA, Lockheed Martin, Morgan Stanley, NSA, DISA, Stanley Black & Decker, and PayPal to name a few. [48]

- The UMBC Career Center arranges a student trip to the BEYA STEM Conference each year. Over 60 students attended this event in Philadelphia this past February. The BEYA STEM Conference is one of the most-anticipated diversity events with a talent-rich environment for recruitment, networking and professional development. In attendance are college representatives and thousands of professionals and students from across the country who represent careers and disciplines in science, technology, engineering and mathematics (STEM). Students can attend the career fair and meet top employers, take advantage of onsite resources designed to enhance their job search, as well as to get tools for a successful STEM career.[49]

[44] Table 3 Item 18-E
[45] Table 3 Item 19-E
[46] Table 3. Item 19-F
[47] Table 3. Item 22-F
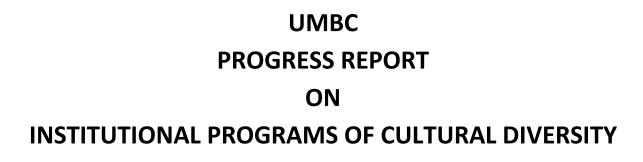[48] Table 3. Item 17-F
[49] Table 3. Item 18-F

Table 5 –

Demographic Data for Students

Table 5 shows the demographic data for students by undergraduate/ graduate status for fall 2009 baseline, then fall 2013 through fall 2015. At both the undergraduate and graduate levels, no significant changes in the distribution of race/ethnicity have occurred between fall 2014 and fall 2015, with any fluctuations falling within two percentage points. At the undergraduate level, almost 48% of students identify as minority or two or more races, compared to 26% at the graduate level. Graduate students, however, are more likely to be international (21.5% vs. 4.3% for undergraduates).

Tables 6 and 7 –

Demographic Data for Faculty and Staff

Tables 6 and 7 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 2014 and fall 2015. While the distribution by race/ethnicity did not change significantly, there was a 22.9% increase in the number of African American Non-Tenure Track faculty, as well as a 14.5% increase in Asian faculty in the same category. International faculty increased by 44.4% among Tenured/Tenure Track and 29.4% among non-Tenure Track groups.   Among staff, significant percent changes were only seen among those groups that comprise a very small portion of the population – Hispanic/Latino, Native Hawaiian or Other Pacific Islander, and International. Overall, 22.6% of all faculty and 28.8% of staff identify as minority or two or more races.

UMBC
PROGRESS REPORT
ON
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY

APRIL 25, 2016

Table 1

	2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity					
	Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within Plan					
University of Maryland, Baltimore County						
A	B	C	D	E	F	G
Diversity Plan Y=Yes/N=No	**Goals and Timeline**	**Implemetation Strategies**	**Areas of Emphasis/Targeted Services for Specific Populations**	**Evaluation of Program**	**Goal Progress Compared to Base Year: 2009-2010**	**Areas of Needed Improvements**
Y=Yes/N=No	*A. Cite # of goals (inclusive year(s))* *B. Cite goals that are the focus of this report*	*Cite relevant strategies used for students, faculty, and staff*	*State specific area institution uses for each targeted population*	*Y or N (annual/biennial)*	*Improved Goal # by % or Static*	*Name specific areas in need of improvement*
EXAMPLE *Y*	*A. 7 Goals 2016-2010* *B. Goal 1: Increase diversity of faculty to reflect diversity of campus community*	*Expanded scope of faculty recruitment initiatives to include resources not previously used such as online publicaions*	*Recruitment and retention of a more diverse faculty*	*Y (biennial)*	*Improved Goal #1 by 5% over biennium*	*Cite area and reason for improvement, if needed*
Y	2016-2022					
	Goal 1: To ensure access to educational and employment opportunities for a diverse, student, faculty, and staff community.		*Interfolio An online faculty search software that assists in improving our faculty diversity recruitment efforts. This software receives faculty job applications and allows the Dean to monitor the aggregate diversity of the pool for each active search. **Faculty Search Committee Implicit Bias Training** All faculty search committee chairs are required to attend this training on best practices for recruiting a diverse pool of applicants, developing and using fair metrics for the evaluation of candidates, and minimizing the impact of inherent racial and gender bias throughout the hiring process **UMBC-STRIDE (Committee on Strategies and Tactics for Recruiting to Improve Diversity and Excellence)** is a faculty-led group that provides peer-to-peer training on the ways that overt discrimination, implicit bias, accumulated advantage and disadvantage, and the influence of gender and racial schemas have inhibited the		**CWIT** - served 99 scholars - up from 83 scholars in 2014. 68% are women, compared to 53% women in previous year. **Meyerhoff Graduate Fellows Program** UR enrollment has grown from 76 students in 2014 to 81 students in 2015 **The IMSD Graduate Fellows Program** has had a dramatic impact on PhD-level training of Underrepresented (UR) students at The University of Maryland, Baltimore County (UMBC). Since its inception in 1997, UR participation in supported departments (biology, chemistry, biochemistry, chemical/ mechanical engineering, human services psychology, and physics) has increased from 0%, 1%, 0%, 1%, 8%, and 0%, respectively, to 13%, 16%, 17%, 16%, 21%, and 3%, respectively. *The Dean of each college offers an **annual search committee training**	

Table 1

			recruitment and hiring of underrepresented minority faculty ***Southern Regional Education Board Conference** The annual Compact for Faculty Diversity is the largest gathering of early-career minority Ph.D. scholars in the nation. Each year, our campus sends a team of faculty and administrators to actively recruit potential future faculty and to heighten the national visibility of UMBC among academic communities of color ***Emerging Scholars Program** The Emerging Scholars Program provides departments, centers, and programs with funding to host advanced graduate students and junior faculty from underrepresented communities on campus for a two-day immersion experience. **Meyerhoff Program -** Increase interacations and strengthen ties with area high schools and STEM programs. Recruit and retain a diverse student group pursing STEM degrees at UMBC		on implicit bias and its negative consequences in the search process 20 search committee chairs received this training in AY 15-16 Record number of African American participants at Meyerhoff Selection Weekend	
		Increase representation of underrepresented minority students from Baltimore County and Baltimore City			Nominations for and applications from Baltimore County and Baltimore City students

Table 1

	Goal 2: To provide conditions for personal success		*Faculty ADVANCEment Workshops These workshops are open to all UMBC faculty and provide the information needed to successfully advance through the ranks of academia. Particular attention is paid to ensuring that a diverse faculty community has clear and transparent opportunities to thrive at UMBC *ADVANCE Leadership Cohort Program Launched in 2005, the Leadership Cohort Program uses the cohort model and focuses on intentional career advancement. The program's purpose is to a) promote the advancement of women STEM faculty to positions of leadership, b) provide funding for professional development opportunities for women STEM faculty *PROMISE AGEP Community Building Activities Within Maryland: The PROMISE AGEP always invites the UMBC diverse faculty community to its tri-campus events in an effort to facilitate community building and connections. *On-Ramps to Full Professor A National Science Foundation grant, "On-Ramps" to Full Professor: Institutional Support for Post-Family Leave Faculty Research Reintegration *• OCSS focused this year on retention of African American male transfer students The Coordinator for Commuter Engagement brought together a focus group of African American males to discuss retention issues at the institution, as well as reformed the student organization MALES, which focuses on mentoring for African American male transfer students *High School College Nights-UMBC staff provide Financial Aid Night presentations to various area high schools, including schools with vulnerable populations of students including Centennial High School, Chesapeake Science Point Public Charter School, and Long Reach High School.		VITA Tax Preparation-UMBC became a VITA site location for the 2015 tax filing season and assisted 106 low income tax filers, 28 of whom were UMBC students, complete their tax return. UMBC students, faculty, staff, and community members with a household income below $54,000 were eligible to request a tax filing appointment.	

Table 1

	Goal 3: To provide a culture of safety, inclusion and respect		• Interact Program - This program being led by Dr. Young is a collaborative team at UMBC that includes faculty from the MLL program and Student Affairs professionals. The main goal of this program is to create an environment on a floor where students can be comfortable with differences, engage in dialogue, and have confidence in who they are *Counseling Center: • We have adopted an online training simulation Kognito - LGBTQ On Campus for Faculty and Staff, that will help build a community of respect, inclusion, and support for LGBTQ students *The Women's Center at UMBC advances gender equity from an intersectional feminist perspective through co-curricular programming, support services, and advocacy for marginalized individuals and communities *Staff and Student Athlete Training: Dr. Derek Greenfield presented- Confronting Ourselves: Promoting Diversity, Cultural Competence, and Inclusive Excellence			

Table 1

	Goal 4: To encourage and support individual development and advancement		• The UMBC Career Center hosts a Diversity Recruitment Event for nearly 200 students each fall to help them build their network and speak with top employers over dinner. • The UMBC Career Center arranges a student trip to the BEYA STEM Conference each year. Over 60 students attended this event in Philadelphia this past February. *• Programs offered by Student Life supporting the Black African American, African, and Caribbean communities - educational and cultural • Programs offered by Student Life supporting the Hispanic and Latino/a communities - educational and cultural • Programs offered by Student Life supporting the Asian American, Asian, South Asian and Pacific Islander communities - educational and cultural		• Residential Life had 121 programs at the halls and apartment communities addressing social justice/diversity August – March • How to be an Ally Workshop series - pilot focused on underrepresented populations and offered three times in Spring 2016	
		The following publications have been published in conference proceedings as a part of UMBC's dissemination of information about our faculty diversity initiatives. Journals and publications were chosen based on their connections to our 'research and practice' work on diversity in STEM, contributing to UMBC's reputation in this area.				
		F. D. Carter-Johnson, A. Byars-Winston, R. G. Tull, B. Zayas, and C. Padin. Hispanic Female STEM Faculty in Puerto Rico: Results from an NSF ADVANCE NETWORKing Workshop. Journal of Women and Minorities in Science and Engineering. In Press.				
		A. M. Reed and R. G. Tull. Invitation to Engage: Approaches to Diversifying the STEM Professoriate. 14th LACCEI Annual International Conference. In Review.				
		A. M. Reed and R. G. Tull. Encouraging Equilibrium: Career-Life Balance Outreach and the Advancement of Women in Engineering, 13th LACCEI Annual International Conference: "Engineering Education Facing the Grand Challenges, What Are We Doing?" July 29-31, 2015, Santo Domingo, Dominican Republic.				
		A. M. Reed and R. G. Tull. Programmatic Interventions for Developing Diverse Global Eminent Faculty Scholars Through International Collaborations. 4th Annual ASEE International Forum, 2015.				
		R. G. Tull. Broadening the Participation of U.S. Engineering Students and Faculty in International Engagement. American Society for Engineering Education (ASEE) PRISM. March/April 2015.				

Table 1

		Q. Brown, R. G. Tull, L. Medina, M. Beadle-Holder, and Y. Medina. Factoring Family Considerations into Female Faculty Choices for International Engagement in Engineering, IT, and Computer Science. American Society for Engineering Education (ASEE), 2015.				
		R. G. Tull, A. Y. Williams, and S. Hester. An NSF AGEP Program's Unintended Effect on Broadening Participation: Transforming "Non-STEM" Graduate Students into Engineering Education Faculty, Researchers, K-12 Educators, and Advocates. American Society for Engineering Education (ASEE), 2015.				

Legend	
Y = Yes	
N= No	

Table 2

	2015-2016 Annual Report on Institutional Programs of Cultural Diversity			
	Description of Way Insttution Addresses Cultural Diversity Among its Students, Faculty, and Staff			
University of Maryland, Baltimore County				
A	*B*	*C*	*D*	*E*
Recruitment and Retention of Underrepresented Students, Faculty, and Staff	**Creates Positive Cultural Interactions and Awareness among Students, Faculty, and Staff**	**Uses Cultural Senstivity Instruction and Training for Students, Faculty, and Staff**	**Uses Administrative Sturctures, Offices, Councils, and Diversity Officers**	**Uses Targeted Programs and Serivces to Achieve Cultural Diversity Goals**
State the recruitment and/or retention initiative and indicate for whom it applies	*State the initatives used to create interactions and awareness for students, faculty, and staff*	*State what type of instruction and training is used for students, faculty, and staff*	*List in hierarchial order all diversity structures used within and across the institution*	*State the targeted programs and services and indicate for whom each is targeted*
Returning Women Students Scholars + Affiliates Program (Women's Center)	The scholarship program provided approximately $54,000 in financial aid to 23 students via three different scholarships throughout 2015-16. Additionally, the Women's Center provides support to affiliates of the program who are provided the same benefits of the scholarship program to include semester orientations, 1-1 support, and monthly workshops.	Women's Center staff works with other offices to advocate for the unique needs and experiences of non-traditional students and student parents	The Women's Center partners with OIA, Scholarships and Financial Aid, Admissions, Student Business Services, and Academic Advising to support this program	non-traditional undergraduate women over the age of 25; student parents
Women's Center Identity-Based Group Programs - Between Women & Spectrum	Between Women and Spectrum are weekly discussion-based groups for UMBC LGBTQ students. This weekly meeting provides affirmative and safe space for LGBTQ students to explore their identities, connect with resources, and mentors (both peer and faculty/staff)			LGBTQ undergraduate students
Women's Center Identity-Based Group Program - Women of Color Coalition	Women of Color Coaltion is a weekly discussion-based groups for UMBC women of color. This weekly meeting provides affirmative and safe space for women of color (faculty, staff and students are invited to attend) to explore their identities, connect with resources, and mentors (both peer and faculty/staff)			Women of Color students, faculty, and staff
Women's Center lactation room	This service provides private/safe space for mothers to return to work or classes while still meeting the needs of their family. It communicates acceptance and belonging to working mothers.		The Women's Center has provided this space for many years prior to it becoming USM policy to have a space on campus. This service allows UMBC to stay within Title IX compliance.	During FY2015 the lactation room was usedby women community members 367 times and since the start of FY2016, 307 times. Graduate and undergraduate students are the primary users, though some faculty, staff, and campus visitors also will use the space.

Table 2

Transfer Student Alliance (TSA) Program: For students attending one of five major feeder community colleges (CCBC, AACC, MC, HC and PGCC) who will be earning the associates degree and transferring to UMBC to complete the baccaluarette degree.			
Reception and Overnight for Academically Talented Hispanic/Latino High School Students: For high school sophomores and juniors with demonstrated academic achievement.			
Reception for Academically Talented African American High School Students: For high school sophomores and juniors with demonstrated academic achievement.			
UMBC Superintendent's Awards: For students attending public schools in Maryland particularly in systems with underrepresented populations (ethnic and social-economic) including Baltimore City and Prince Georges County.			
UMBC Partnership with Raise.me (a micro-scholarship initiative) - Targets public school students in systems with underrepresneted populations (ethnic and social-economic) including Baltimore City and othe urban districts.			
Reverse Awarding of the Associates Degree: For community college transfer students who matriculated at UMBC prior to earning the assoicates degree.			
Baltimore County Collegiate Alliance Partnership (CAP): For academically "in the middle" students enrolled in Baltimore County public schools with low college enrollment.			
New Student Orientation: For all newly admitted freshmen and transfer students.			
Fiancial Aid Outreach (can't remember the name of this program that OFAS hosts annually to assist families from schools with low college enrollment with completing the FAFSA.)			
Modified Introduction to a Honors University (IHU) seminar for transfer students (TRS 201)			
Expanded Supplemental Instruction (SI) for courses which historically have been difficult for transfer students			
Extended First Year Intervention (FYI) to include transfer students			
Center for Women in Technology (CWIT)-students	Building programs and services that attract more female applicants, increase the yield of women to COEIT majors; Build community among those not CWIT scholarship recipients; improve the climate for undergraduate women to increase retention and graduation rates		Women in Technology

Table 2

Meyerhoff Graduate Fellows -- The PI and Coordinator will continue to distribute information about diversity/retention activities at national conferences, and will continue to give talks about diversity at academic institutions and scientific meetings. We are currently using a testimonial DVD created by the UMBC New Media Department in 2011 (with non-IMSD funds) to promote the support and effectiveness of the IMSD Graduate Program to potential graduate students and program directors of undergraduate NIH funded programs, such as MARC, RISE and PREP that might direct students to our IMSD. The idea to create such a "Testimonial DVD was recommended by the IMSD Fellows at a past Annual Research Symposium. We will update the video in 2016 to feature new IMSD Fellows as the students in the current video have graduated. Proposed in the previous renewal, an annual newsletter called IMSD TODAY at UMBC and UMB named by the IMSD Fellows at the 2012 Annual Research Symposium is currently on the 3rd issue. The annual newsletter is disseminated to UMBC and UMB affiliated diversity programs, other IMSD Programs, NIH IMSD Program Directors as well as Directors of MARC, RISE and PREP Programs. The electronic newsletter includes "best practices" program updates; highlights and IMSD graduate (current and former) spotlights and accomplishments. Retention has reached an all-time high (90% in the current funding period; 87% over the past 10 years; 81% since inception), and UR PhD production has increased dramatically, from 7 UR PhD degrees awarded over the 15 years preceding IMSD to 78 total PhDs awarded to IMSD Fellows (32 since our last competitive renewal).	The IMSD Annual Research Symposium (retreat) brings together first year IMSD graduate students who have completed the Summer Bridge Program with more senior IMSD Fellows with active thesis projects. The major objective of the symposium is to build a sense of community and camaraderie among the IMSD graduate students.	Not Applicable, however we discuss issues of race as it relates to the biomedical and behavioral sciences. These discussions are typically held at our Annual Research Symposium (retreat)	Faculty Diversity Initiatives ADVANCE Program, Autumn Reed	N/A
The Meyerhoff Graduate Fellows Program seeks to increase the number of students who are underrepresented in the biomedical and behavioral sciences that obtain doctoral degrees	Expansion of our program to include (UR) Underrepresented students at the University of Maryland, Baltimore has increased our applicant pool further supporting our program goal. We will also continue to recruit students from the various HBCU's (Lincoln University, Morgan State University, Jackson State University and North Carolina A&T, etc.)			Our overall goal is to increase diversity and UR participation within leadership positions in the biomedical and behavioral fields, including industrial, government, and academic positions. A goal is that some of our students will matriculate to tenure-track academic and teaching positions. The IMSD Graduate Fellows Program has had a dramatic impact on PhD-level training of Underrepresented (UR) students at The University of Maryland, Baltimore County (UMBC). Since its inception in 1997, UR participation in supported departments (biology, chemistry, biochemistry, chemical/ mechanical engineering, human services psychology, and physics) has increased from 0%, 1%, 0%, 1%, 8%, and 0%, respectively, to 13%, 16%, 17%, 16%, 21%, and 3%, respectively.
Interfolio (Faculty)				Interfolio allows search committees to track the diversity of their applicant pools for faculty positions in the aggregate, which they then compare to the NSF Survey of Earned Doctorate to approximate the diversity of their pool for the position.
Faculty Search Committee Implicit Bias Training (Faculty)		The Dean of each college offers an annual search committee training on implicit bias and its negative consequences in the search process 20 search committee chairs received this training in AY 15-16		

Table 2

UMBC-STRIDE (Faculty)		The UMBC STRIDE Committee provides advice and counsel to departments and faculty search committee members on the best practices for recruiting well-qualified and diverse candidates for faculty search positions.		
Eminent Scholar Mentoring Program (Faculty)				All incoming Assistant Professors receive $3000 in their start-up for a two-year formal mentoring relationship with a prominent researcher in their field.
Postdoctoral Fellows for Faculty Diversity (Faculty)				A two-year program to support promising recent Ph.D. recipients committed to diversity in the academy and prepare them for possible tenure-track appointments at UMBC.
Emerging Scholars Program (Faculty)				The Emerging Scholars Program provides departments, centers, and programs with funding to host advanced graduate students and junior faculty from underrepresented communities on campus for a two-day immersion experience.
Faculty ADVANCEment Workshops (Faculty)				The purpose of the Faculty ADVANCEment workshop is to provide all UMBC faculty with the necessary information needed to successfully advance through the ranks of academia.
ADVANCE Leadership Cohort Program (Faculty)				The Leadership Cohort Program uses the cohort model and focuses on intentional career advancement.
Southern Regional Education Board (SREB) Conference (Faculty)				Each academic year a delegation of UMBC faculty attend the SREB conference to recruit for faculty openings.
Higher Education Recruitment Consortium (HERC) (Faculty)				UMBC is a founding member of the Mid-Atlantic HERC a consortium members that share a commitment to hiring the most diverse and talented faculty, staff, and executives.
On-Ramps to Full Professor				A National Science Foundation grant, "On-Ramps" to Full Professor: Institutional Support for Post-Family Leave Faculty Research Reintegration," offers calibrated support at critical junctures for post-family leave associate professor women to accelerate research productivity while minimizing the effects of productivity gaps.
Rentention of Staff - Department Retreat - Student Life	Departmental Meetings - Residential Life	Multicultural Competency Training - Counseling Center	Vice President for Student Affairs Office - Student Affairs	
Student Retention - LGBTQ Campus Climate Worksgroup - Student Life	Kognito Program - Counseling Center		Director of Student Life	
Recrutiment of Students - Admission Events - Residential Life	Host Black Unity Meetings - Student Life		Assistant Director of Student Life for Cultural and Spiritual Development - Student Life	
Student Retention - Summer Bridge Housing - Residential life	Staff Of Color Network Meetings - Divsional		Mosaic Center - Student Life	
Rention Efforts of African American Male Transfers - Off Campus			Interfatih Center - Student Life	

Table 2

			Queer Student Lounge - Student Life	
			Queer Student Advisory Council - Student Life	
			Religious Council - Student Life	
"The PROMISE AGEP: Maryland Transformation" grant from the National Science Foundation covers the 12 institutions within the University System of Maryland. The program developed seminars and workshops for graduate students and postdocs from the USM system, particularly focus on underrepresented students in STEM fields. A. PROMISE has 4 goals 1) Graduate student recruitment, retention and success. 2) PhD Completion and career preparation 3) Programs for postdoctoral scholars 4) Programs to enhance faculty understanding of diversity issues in graduate and postdoctoral education During the year we have hosted the followin list of programs/seminars/workshops/conferences to pursue our goals: • Summer Horizons and GEM GradLab to expose USM undergrads to graduate school opportunities. • Summer Success Institute: To provide professional development workshops for new graduate students, continuing graduate students, advanced graduate students, and postdocs. • Success Seminars: Our professional development programs and the emphasis on building community are designed to over-come the isolation and the struggle for a sense of belonging that has affected underrepresented groups in STEM. - Public Speaking, Career Paths for graduate students, Writing Workshop, T/As orientation, Dear stress.. Let's break up. • Multidisciplinary Community Building events: The Fall Harvest Dinner Meeting provides networking within disciplines across alliance campuses and hearing success stories from mentors and role models. Spring Family Picnic and Celebration of Graduates: Provides an opportunity to include family, friends and other supporters in a PROMISE celebration of graduates.		• PROMISE Research Symposium : A professional development donference, featuring research talks and seminars on career preparation. • USM-wide Dissertation House: concentrated time to work on the dissertation under the mentorship of the dissertation coach (Results include 66 Ph.D. graduates between 2006-2012.) Campus-based Dissertation Houses have already been institutionalized. The innovation is the expanded, regional Dissertation House that is proposed to serve students throughout the USM. • PROF-it - Professors in Training, featuring workshops and mentored teaching opportunities in Maryland. • Postdoctoral morning coffee workshops for professional development of postdoctoral fellows • International Engagement: To give opportunity to graduate students and faculty to participate and attend international conferences in order to use it as a plataform for networking and develop relationships that can evolve to international collaborations.		
Recruitment, retention and graduation of underrepresented students, including all women, in STEM disciplines	Cohort model, close knit community,	Cultural Diversity workshop for incoming students each summer		

Table 3

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity		
Efforts to Create Positive Interactions and Awareness Among Students Faculty and Staff		
University of Maryland, Baltimore County		
A	*B*	*C*
Provides Cultural Diversity Instruction & Training of Students Faculty and Staff	**Provides Curricular Initiatives that Promote Cultural Diversity in Classroom**	**Provides Co-Curricular Programs and Events for Students**
State the nature and type of instruction and training for students, faculty, and staff	*State the nature and type of curricular initiativesused to promote cultural diversity in the classroom within the institution*	*List institution-wide (IW) and targeted (T) co-curricular programs for students*
Women's Center trainings and workshops		The Women's Center offers various workshops and trainings to the UMBC community throughout the year. Trainings are offered in our space in addition to the classroom by request. Workshops and trainings which are generally created for a student audience can be tailored to meet the needs of faculty and staff. Relevant workshop topics include microaggressions and supporting diverse survivors of sexual violence. The Supporting Survivors of Sexual Violence: Cultivating a Survivor-Responsive Campus workshops is offered to faculty and staff specifically 4 times a year or by request for students it is offered twice a year and by request.
Critical Social Justice (Women's Center lead sponsor)		Critical Social Justice is a multifaceted and interdisciplinary programming initiative coordinated by the Women's Center with Student Life's Mosaic: Center for Culture and Diversity which aims to explore social justice in both theory and practice from academic, activist, and artistic perspectives. The theme for CSJ 2015 was Baltimore 365 and the week-long programming and events created space and learning opportunities to consider the ways in which one can cultivate deep and lasting commitments to Baltimore City that are meaningful to us as individuals and as part of the UMBC community. By focusing on Baltimore, CSJ engaged with local social justice issues and activism while framing this understanding within the context of larger national movements and ongoing struggles against systemic racism and injustice. womenscenter.umbc.edu/critical-social-justice
Telling Our Stories Initiative		During the spring 2015 semester, the Women's Center at UMBC and Women of Color Coalition were awarded a $5,000 grant from the AAUW Campus Action Project (CAP) grant which provided funding for student led projects that fight stereotypes and biases. The Women's Center project, called "Telling Our Stories: I'm Not/I Am," aimed to 1) raise awareness and reject stereotypes about women of color, and 2) create space for women of color voices and counternarratives. The initiative included a popular poster campaign, skill-building workshops, and a showcase. Without funding, the Women's Center has continued a scaled-back version of the initiative throughout the 2015-16 academic year.
Women's Center Awareness Month Programs and Initiatives		The Center seeks opportunities to program and create events related to diversity education and awareness through awareness-based months such as Relationships Violence Awareness Month, Sexual Assault Awareness Month, Women's History Month, and LGBTQ History Month. Signature events such as Take Back the Night and The Clothesline Project are integral to these awareness months and seek to promote a survivor-responsive and supportive campus community and connect survivors of sexual violence with resources that will aid in their healing and academic success.
	Cultural diversity is one of the topic areas covered in many Introduction to an Honors University and Transfer Seminar courses.	Students in Introduction to an Honors University and Transfer Student seminars are required to participate in three and two co-currciular programs respectively. At least one of these needs to be in an area they do not usually participate.

Table 3

Scholar program model that includes mandatory activites to provide ongoing academic coaching; build and maintain a supportive peer community; foster professional development	Diversity topics and actiities have been added to the scholar experience	(T) Center for Women in Technology Program
Two sections of FY class are offered for new freshman and a second section for CWIT and Cyber Affiliates	First-year seminar course and annual January Retreat include interactive activities and discussions to increase awareness of diversity and cultural competence: Men in DWIT group established to increase awareness and advocacy skills among male scholars for supporting underrpresented groups in computing and engineering	(T) FYE courses for CWIT Scholars and Affiliates
N/A	N/A	Diversity Speaker Series (IW) UR Faculty are invited to campus to give a scientific talk
		NIH Mini Symposiums (IW), talks given by the Women Scientist Advisors group at NIH. The focus is on women in science, however the talks are open to all
Athletics Department Staff and Student-Athlete Training	PHED 202 Course - Athletics	Fall Diversity Recrutiment Event - Career Center
You Can Play Events - Athletics	Foundations of Leadership Course - Student Life	Student Trip to BEYA STEM Conference - Career Center
Annual Professional Development - Residential Life	IHU Presenations - Student Life	Mosaic and Interfaith Center Programs - Student Life
Resident Assistant Training - Residential Life		Tea Discussions - Student Life
Social Justice Training Institute - Residential Life		Student Life educatonal, cultural and religious/spiritual programs
Safe Zone Training		Critical Social Justice Week - Student Life
InterACT Training		Restorative Jusitice Program - Residential Life
Mosaic Diversity Presenter Training		Residential Programming - Residential Life
How to be an Ally Workshop Series		Interact Program - Residential Life
PROMISE: Maryland's AGEP has meetings with the USM Graduate Deans, and the USM Council of STEM Deans (a PROMISE-specific initiative). In September 2015, PROMISE held a session for STEM faculty to discuss diversity and inclusion in STEM, and ways to facilitate successful graduation and transition to the professoriate. Faculty were present from institutions across the USM, and faculty diversity mentoring awards were presented to STEM faculty from UMBC, UMB, and UMCP. Guest speakers included UMBC Provost Philip Rous, Consultant and former leaders at AAAS, Dr. Darryl Chubin; UMCP Dean of Engineering, Dr. Darryll Pines; UMBC CNMS Dean William LaCourse; and USM Associate Vice Chancellor, Nancy Shapiro.	PROMISE has sponsored the PROF-it Seminars, Professors-in-Training, which include seminars and workshops on learning styles. More recently, UMBC became a member of the CIRTL network. As such, we have incorporated the promotion of CIRTL's resources into our offerings. These include CIRTL's April offerings: April 6, 2016: Preparing for the College Students of Tomorrow in Biology April 13, 2016: Preparing for the College Students of Tomorrow in Engineering April 20, 2016: Improving Outcomes in Chemistry Through Holistic Instruction for First-Generation, Low-income, and Minority Students. We've also had workshops about teaching in a bilingual environment, and at comunity colleges. The PROF-it website can be found here: https://promiseagep.wordpress.com/promise/prof-it-professors-in-training/	
2 part Diversity Workshop each summer for incoming students with expert/consultant	Offer *Race, Science, and Society* course each summer for incoming students	Seminar Series with speakers from diverse population and/or work to increase diversity within STEM (T)
Legend		
Y = Yes		
N = No		

Table 4

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity	
Institution has a Process for Reporting Campus-Based Hate Crimes	
University of Maryland, Baltimore County	
Yes	
01/15/2015- Unknown person(s) painted a swastika on a retaining wall (religious-destruction of property)	
02/19/2015- Unknown persons(s) drew a swastika on floor and decorations (religious –destruction of property)	
10/2/2015- Non campus affiliate sent intolerant emails to Professor (ethnic-Act of Intolerance)	

Legend
Y = Yes
N = No

TABLE 5: STUDENTS

UNDER- GRADUATE	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	1,646	16.5%	741	905	1,765	15.8%	816	949	1,864	16.4%	875	989	1,924	17.1%	893	1,031
American Indian or Alaska Native	52	0.5%	30	22	16	0.1%	9	7	20	0.2%	14	6	16	0.1%	9	7
Asian	2,034	20.4%	1,077	957	2,213	19.9%	1,213	1,000	2,281	20.0%	1,235	1,046	2,295	20.4%	1,214	1,081
Hispanic/Latino	388	3.9%	214	174	627	5.6%	304	323	672	5.9%	337	335	670	6.0%	334	336
White	5,150	51.8%	2,962	2,188	5,031	45.2%	2,955	2,076	5,033	44.2%	2,943	2,090	4,906	43.6%	2,905	2,001
Native Hawaiian or other Pacific Islander*	77	0.8%	24	53	18	0.2%	5	13	22	0.2%	9	13	22	0.2%	9	13
Two or more races	-	0.0%			403	3.6%	191	212	415	3.6%	200	215	432	3.8%	225	207
Did Not Self Identify	203	2.0%	105	98	583	5.2%	333	250	550	4.8%	342	208	495	4.4%	308	187
International	397	4.0%	230	167	480	4.3%	257	223	522	4.6%	299	223	483	4.3%	268	215
TOTAL	9,947		5,383	4,564	11,136		6,083	5,053	11,379		6,254	5,125	11,243		6,165	5,078

GRADUATE	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	356	12.2%	144	212	352	12.7%	148	204	317	12.2%	136	181	313	12.1%	142	171
American Indian or Alaska Native	9	0.3%	6	3	5	0.2%	3	2	4	0.2%	1	3	4	0.2%	1	3
Asian	200	6.8%	106	94	173	6.2%	102	71	194	7.5%	110	84	204	7.9%	109	95
Hispanic/Latino	75	2.6%	32	43	91	3.3%	43	48	98	3.8%	49	49	110	4.2%	58	52
White	1,535	52.5%	679	856	1,457	52.6%	723	734	1,303	50.1%	641	662	1,265	48.7%	639	626
Native Hawaiian or other Pacific Islander*	9	0.3%	1	8	5	0.2%	1	4	7	0.3%	3	4	5	0.2%	3	2
Two or more races	-	0.0%			44	1.6%	24	20	35	1.3%	18	17	38	1.5%	22	16
Did Not Self Identify	232	7.9%	107	125	137	4.9%	77	60	109	4.2%	71	38	98	3.8%	58	40
International	507	17.3%	275	232	508	18.3%	286	222	533	20.5%	294	239	559	21.5%	320	239
TOTAL	2,923		1,350	1,573	2,772		1,407	1,365	2,600		1,323	1,277	2,596		1,352	1,244

ALL STUDENTS	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	2,002	15.6%	885	1,117	2,117	15.2%	964	1,153	2,181	15.6%	1,011	1,170	2,237	16.2%	1,035	1,202
American Indian or Alaska Native	61	0.5%	36	25	21	0.2%	12	9	24	0.2%	15	9	20	0.1%	10	10
Asian	2,234	17.4%	1,183	1,051	2,386	17.2%	1,315	1,071	2,475	17.7%	1,345	1,130	2,499	18.1%	1,323	1,176
Hispanic/Latino	463	3.6%	246	217	718	5.2%	347	371	770	5.5%	386	384	780	5.6%	392	388
White	6,685	51.9%	3,641	3,044	6,488	46.6%	3,678	2,810	6,336	45.3%	3,584	2,752	6,171	44.6%	3,544	2,627
Native Hawaiian or other Pacific Islander*	86	0.7%	25	61	23	0.2%	6	17	29	0.2%	12	17	27	0.2%	12	15
Two or more races	-	0.0%	-	-	447	3.2%	215	232	450	3.2%	218	232	470	3.4%	247	223
Did Not Self Identify	435	3.4%	212	223	720	5.2%	410	310	659	4.7%	413	246	593	4.3%	366	227
International	904	7.0%	505	399	988	7.1%	543	445	1,055	7.5%	593	462	1,042	7.5%	588	454
TOTAL	12,870		6,733	6,137	13,908		7,490	6,418	13,979		7,577	6,402	13,839		7,517	6,322

<div align="center">TABLE 6: FACULTY</div>

	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016			
ALL FACULTY	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	54	5.3%	24	30	59	6.2%	29	30	62	6.4%	30	32	69	6.8%	33	36
American Indian or Alaska Native	3	0.3%	1	2	2	0.2%	1	1	1	0.1%	-	1	2	0.2%	1	1
Asian	132	13.0%	87	45	111	11.6%	64	47	123	12.7%	67	56	130	12.7%	68	62
Hispanic/Latino	12	1.2%	5	7	22	2.3%	8	14	23	2.4%	7	16	23	2.3%	7	16
White	710	69.8%	430	280	699	73.3%	401	298	712	73.6%	397	315	732	71.8%	414	318
Native Hawaiian or other Pacific Islander*	-	0.0%			7	0.7%	5	2	-	0.0%	-	-	-	0.0%		
Two or more races	-	0.0%			1	0.1%	-	1	1	0.1%	-	1	7	0.7%	4	3
Did Not Self Identify	-	0.0%			-	0.0%			3	0.3%	1	2	-	0.0%		
International	106	10.4%	73	33	53	5.6%	33	20	43	4.4%	29	14	57	5.6%	33	24
TOTAL	1,017		620	397	954		541	413	968		531	437	1,020		560	460

TENURED/ TENURE TRACK FACULTY	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	19	5.0%	10	9	23	6.0%	14	9	27	6.9%	14	13	26	6.5%	13	13
American Indian or Alaska Native	-	0.0%			1	0.3%	1		-	0.0%	-	-	-	0.0%		
Asian	50	13.1%	31	19	58	15.1%	34	24	68	17.4%	38	30	67	16.8%	38	29
Hispanic/Latino	7	1.8%	3	4	12	3.1%	5	7	12	3.1%	5	7	13	3.3%	5	8
White	282	74.0%	177	105	278	72.4%	173	105	273	70.0%	166	107	279	69.8%	169	110
Native Hawaiian or other Pacific Islander*	-	0.0%			2	0.5%	1	1	-	0.0%	-	-	-	0.0%		
Two or more races	-	0.0%			1	0.3%		1	1	0.3%	-	1	2	0.5%		2
Did Not Self Identify	-	0.0%			-	0.0%			-	0.0%			-	0.0%		
International	23	6.0%	14	9	9	2.3%	5	4	9	2.3%	7	2	13	3.3%	8	5
TOTAL	381		235	146	384		233	151	390		230	160	400		233	167

NON-TENURE TRACK FACULTY	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	35	5.5%	14	21	36	6.3%	15	21	35	6.1%	16	19	43	6.9%	20	23
American Indian or Alaska Native	3	0.5%	1	2	1	0.2%	-	1	1	0.2%	-	1	2	0.3%	1	1
Asian	82	12.9%	56	26	53	9.3%	30	23	55	9.5%	29	26	63	10.2%	30	33
Hispanic/Latino	5	0.8%	2	3	10	1.8%	3	7	11	1.9%	2	9	10	1.6%	2	8
White	428	67.3%	253	175	421	73.9%	228	193	439	76.0%	231	208	453	73.1%	245	208
Native Hawaiian or other Pacific Islander*	-	0.0%			5	0.9%	4	1	-	0.0%	-	-	-	0.0%		
Two or more races	-	0.0%			-	0.0%	-	-	-	0.0%	-	-	5	0.8%	4	1
Did Not Self Identify	-	0.0%			-	0.0%			3	0.5%	1	2	-	0.0%		
International	83	13.1%	59	24	44	7.7%	28	16	34	5.9%	22	12	44	7.1%	25	19
TOTAL	636		385	251	570		308	262	578		301	277	620		327	293

TABLE 7: STAFF

STAFF (excluding grad asst)	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	276	23.2%	81	195	270	21.6%	73	197	277	21.5%	75	202	282	21.9%	77	205
American Indian or Alaska Native	5	0.4%	2	3	2	0.2%	1	1	1	0.1%	1		1	0.1%	1	
Asian	39	3.3%	17	22	43	3.4%	16	27	45	3.5%	15	30	46	3.6%	16	30
Hispanic/Latino	18	1.5%	10	8	30	2.4%	13	17	30	2.3%	14	16	27	2.1%	13	14
White	848	71.4%	350	498	887	71.1%	372	515	921	71.5%	383	538	912	70.8%	380	532
Native Hawaiian or other Pacific Islander*	-	0.0%			7	0.6%	2	5	8	0.6%	4	4	5	0.4%	2	3
Two or more races	-	0.0%			5	0.4%	2	3	5	0.4%	2	3	10	0.8%	3	7
Did Not Self Identify	-	0.0%			1	0.1%	1	-	1	0.1%		1	1	0.1%	1	
International	2	0.2%	1	1	3	0.2%	2	1	1	0.1%	1		4	0.3%	2	2
TOTAL	1,188		461	727	1,248		482	766	1,289		495	794	1,288		495	793

* 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

UNIVERSITY OF MARYLAND,
COLLEGE PARK

2015-2016 Programs of Cultural Diversity Report
University of Maryland, College Park

Narrative Statements for Tables

Narrative for Table 1: 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 or first-generation; of sexual, religious, and ability minorities; and of women. In spring 2015, we began a Task Force on Undocumented Students in order to develop a better understanding of undocumented students at UMCP and how we can better serve them. We 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 2014-15 marked the fifth 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 plan has 13 goals. Two broad recruitment and retention goals are presented in Table 1, as they have specific quantitative metrics. The other 11 goals are descriptive and are addressed in Tables 2 and 3.

In spring 2015, the Chief Diversity Officer (Kumea Shorter-Gooden) convened a Task Force on the diversity strategic plan, in order to determine—at the five-year mid-way point—what we've achieved, where we've fallen short, and how to better direct our resources and energies over the next five years. The report of the Task Force will be completed in spring 2016.

Two indicators of our success to-date: In 2015, UMCP was a recipient of *Insight into Diversity's* Higher Education Excellence in Diversity (HEED) Award, and for the fourth year in a row, UMCP was designated a Top LGBT-Friendly Campus by Campus Pride and the Huffington Post.

Narrative for Table 2: How Institution Addresses Cultural Diversity among its Students, Faculty and Staff

A strong infrastructure for diversity and inclusion (Column D) provides the foundation for numerous initiatives and programs that address recruitment and retention of underrepresented students, staff and faculty (Column A); programs to promote positive cultural interactions and awareness among students, faculty, and staff (Column B); cultural sensitivity (Column C); and other targeted programs to advance cultural diversity goals (Column E).

One major campus-wide initiative in Fall 2014 was the annual Rise Above -Isms Week, that included an event sponsored by the Provost with the Deans and Vice Presidents where Robert Fuller, physicist and former president of Oberlin College, discussed rankism, its relationship to all other "-isms", and how we can defeat it.

Narrative for Table 3: 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.

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 (UP) courses, which focus on gaining cultural knowledge, or one UP course and one Cultural Competence course, which focus on developing cultural awareness and skills.

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 programs, events and activities for students. Staff and faculty sometimes participate and benefit as well. (See Column C).

In addition, we offer a robust set of diversity and inclusion training opportunities for faculty and staff (Column A).
#

Table 1

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity-Table 1						
Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within Plan						
University of Maryland-College Park						
A	B	C	D	E	F	G
Diversity Plan *Y=Yes/N=No*	**Goals and Timeline** *A. Cite # of goals (inclusive year(s))B. Cite goals that are the focus of this report*	**Implemetation Strategies** *Cite relevant strategies used for students, faculty, and staff*	**Areas of Emphasis/Targeted Services for Specific Populations** *State specific area institution uses for each targeted population*	**Evaluation of Program** *Y or N Annual/biennial*	**Goal Progress Compared to Base Year: 2009-2010** *Improved Goal # by % or Static*	**Areas of Needed Improvements** *Name specific areas in need of improvement*
Y	A. 13 Goals 2010-2020 The university will recruit, promote and work to retain a diverse faculty and staff	Family-friendly policies, e.g. parental leave; ADVANCE peer networks for women and faculty of color, surveys and feedback to Colleges; sessions on Creating Inclusive Departments; Equity Administrators support and monitor searches	Recruitment and retention of a diverse faculty	Y(annual)	Percentage of T/T-T Black faculty from 4.8% to 4.1%: Percentage of T/T-T Hispanic faculty from 3.3% to 3.8%; Disparities in retention/promotion of Black and Hispanic faculty; Percentage of T/T-T women from 31% to 32%; Women now tenured at same rate as men, when they go up, but more leave early	Continued attention to support for retention and promotion and to building departmental cultures of inclusion; Aggressive focus on hiring Black faculty
Y	B. The university will recruit, retain, and graduate a diverse student body	Outreach programs; Pipeline programs; Targeted recruitment of low-income and first-generation students; Holistic admissions process; Retention programs providing academic and cultural support	Recruitment and retention of a diverse student body	Y(annual)	From 18.9 to 22.2% underrepresented minority undergrads; From 57.9 to 51.7% White undergrads; From 10.8 to 14.2% underrepresented minority grad students; From 51.7% to 41.6% White grad students; Achievement gap for Black, Hispanic and low-income students has decreased	Continue to aggressively recruit underrepresented minority undergrads and grad students
Legend						
Y = Yes						
N= No						

Table 2

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity-Table 2				
Description of Way Insttution Addresses Cultural Diversity Among its Students, Faculty, and Staff				
University of Maryland-College Park				
A	*B*	*C*	*D*	*E*
Recruitment and Retention of Underrepresented Students, Faculty, and Staff	Creates Positive Cultural Interactions and Awareness among Students, Faculty, and Staff	Uses Cultural Senstivity Instruction and Training for Students, Faculty, and Staff	Uses Administrative Sturctures, Offices, Councils, and Diversity Officers	Uses Targeted Programs and Serivces to Achieve Cultural Diversity Goals
Office of Undergraduate Admissions outreach, monitoring and yield strategies aimed at underrepresented minority students, including those from Spanish-speaking families	Nyumburu Cultural Center (Black cultural center), including sponsorship of Leadership Series (T)	Office of Diversity & Inclusion diversity and inclusion training with faculty, staff and students, including sessions with Deans and Department Chairs on Creating Inclusive Departments and Implicit Bias	Chief Diversity Officer and the Office of Diversity & Inclusion	See list of programs in Column A
Academic Achievement Programs, including Intensive Educational Development program, Summer Transitional Program, Student Support Services, Educational Opportunity Center, and McNair Post-Baccalaureate Achievement Program--aimed at recruitment and retention of low-income and first-generation students	Multicultural Involvement and Community Advocacy (MICA), including work with more than 100 cultural student organizations and celebration of history/heritage theme months (T)	Office of Civil Rights and Sexual Misconduct training on Title IX and sexual misconduct with staff and faculty	ADVANCE Program for Inclusive Excellence	Moving Maryland Forward Grant Program – provides up to $15,000 for units to do year-long pilot project that addresses goal in strategic plan for diversity
Nyumburu Cultural Center's Black Male Initiative strengthens and empowers Black males, to support retention	Community and Service Learning and the Voices of Social Change speaker series (IW)	Words of Engagement Intergroup Dialogues engage students in difficult dialogues about race, gender, sexual orientation, etc. in a credit-bearing course	Diversity Advisory Council	
Nyumburu Cultural Center's Sisterhood of Unity & Love (SOUL) strengthens and empowers Black women, to support retention	Lesbian, Gay, Bisexual, and Transgender (LGBT) Equity Center, including intersectional programming that addresses LGBT students of color (T)		Equity, Diversity and Inclusion Committee of the University Senate	
Office of Multi-ethnic Student Education (OMSE) College Success Scholars program – aimed at retention of Black and Latino men	Office of Diversity & Inclusion's annual Rise Above -isms Week, with focus on an array of "isms", e.g. racism, heterosexism, nativism, ableism and rankism (IW)		One Diversity Officer in each Division and College	
Office of Multi-ethnic Student Education (OMSE) Tutorial Program for STEM-related courses with high D, F and W grades – aimed at retention of students of color	Rise Above -Isms Mini-Grants of up to $750 for student organizations to develop programs that foster exploration of identity and dialogue across difference (IW)		Equity Council, comprised of Equity Administrator(s) in each Division and College	
Office of Multi-ethnic Student Education (OMSE) Academic Excellence Society fosters and recognizes academic excellence by students of color—aimed at retention	Rise Above –Ableism semester-long initiative, with events, speakers and communications campaign (IW)		4 President's Commissions on Disability Issues, Ethnic Minority Issues, LGBT	
University of MD Incentive Awards Program supports the recruitment and retention of economically disadvantaged students from Baltimore City and Prince Georges County	African American Studies Department Town Halls on Ferguson (IW)		Many Divisions and Colleges have Diversity Committees	
Student Success Initiative provides a network of support and outreach to Black male students, including direct outreach to students who are experiencing academic or financial difficulties	Black Lives Matter speakers and events (IW)			
NSF-funded ADVANCE Program for Inclusive Excellence focuses on the retention and advancement of women and faculty of color through peer networks, data collection and policy initiatives	Baha'i Chair for World Peace speaker series on Structural Racism (IW)			
Equity Administrators provide support and monitoring of all faculty and staff searches in order to ensure a diverse candidate pool and a fair, inclusive and equitable search and selection process	Critical Race Initiative in the Department of Sociology's annual Parren Mitchell Symposium (IW)			

Table 3

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity-Table 3		
Univeristy of Maryland-College Park		
A	*B*	*C*
Provides Cultural Diversity Instruction & Training of Students Faculty and Staff	**Provides Curricular Initiatives that Promote Cultural Diversity in Classroom**	**Provides Co-Curricular Programs and Events for Students**
Office of Diversity & Inclusion training with faculty, staff and students, including sessions with Deans and Department Chairs on Creating Inclusive Departments and Implicit Bias	General Education Diversity Requirement of 2 courses and at least 4 units	Nyumburu Cultural Center (Black cultural center), including sponsorship of Leadership Series (T)
Office of Civil Rights and Sexual Misconduct training on Title IX and sexual misconduct with staff, faculty and students	Teaching and Learning Transformation Center's (TLTC) inclusive teaching workshops with faculty and graduate assistants	Multicultural Involvement and Community Advocacy (MICA), including work with more than 100 cultural student organizations and celebration of history/heritage theme months (T)
Office of Diversity & Inclusion's Cultural Competence Course Development Project, fostering faculty development of undergraduate courses that qualify as Cultural Competence Diversity courses	Words of Engagement Intergroup Dialogues engage students in difficult dialogues about race, gender, sexual orientation, etc. in a credit-bearing course that helps to fulfill the General Education Diversity requirement	Community and Service Learning and the Voices of Social Change speaker series (IW)
	Programs and courses in African American Studies, Women's Studies, Asian American Studies, U.S. Latino/a Studies, LGBT Studies, Jewish Studies, Latin American Studies, Persian Studies, Global Studies, and Education Abroad	Lesbian, Gay, Bisexual, and Transgender (LGBT) Equity Center, including intersectional programming that addresses LGBT students of color (T)
		Office of Diversity & Inclusion's annual Rise Above -isms Week, with focus on an array of "isms", e.g. racism, heterosexism, nativism, ableism and rankism (IW)
Legend		
Y = Yes		
N = No		

Efforts to Create Positive Interactions and Awareness Among Students Faculty and Staff

Table 4

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity-Table 4	
Institution has a Process for Reporting Campus-Based Hate Crimes	
University of Maryland-College Park	
Yes	
Legend	
Y = Yes	
N = No	

University of Maryland-College Park
Table 5

Undergraduate Students		Fall 2009				Fall 2013				Fall 2014				Fall 2015			
New Categories	Old Categories	Female	Male	Total	%	Female	Male	Total	%	Female	Male	Total	%	Female	Male	Total	%
-	American Indian:U.S.	43	29	72	0.3%												
-	Asian:U.S.	1,895	2,146	4,041	15.2%												
-	Black or African American:U.S.	1,863	1,436	3,299	12.4%												
-	Foreign	287	311	598	2.3%												
-	Hispanic:U.S.	909	728	1,637	6.2%												
-	Unknown:U.S.	768	755	1,523	5.7%												
-	White:U.S.	6,818	8,554	15,372	57.9%												
White:U.S.	-					6,178	8,048	14,226	53.4%	6,074	8,012	14,086	52.1%	6,123	8,052	14,175	51.7%
Black or African American:U.S.	-					1,862	1,464	3,326	12.5%	1,892	1,555	3,447	12.7%	1,921	1,578	3,499	12.8%
Asian:U.S.	-					1,844	2,273	4,117	15.4%	1,932	2,367	4,299	15.9%	1,940	2,512	4,452	16.2%
American Indian or Alaska Native:U.S.	-					17	16	33	0.1%	19	17	36	0.1%	16	20	36	0.1%
Native Hawaiian or Other Pacific Islander:U.S.	-					10	11	21	0.1%	10	11	21	0.1%	9	11	20	0.1%
Hispanic:U.S.	-					1,217	1,118	2,335	8.8%	1,312	1,178	2,490	9.2%	1,317	1,245	2,562	9.3%
Unknown:U.S.	-					397	388	785	2.9%	282	300	582	2.2%	224	242	466	1.7%
Two or More:U.S.	-					499	457	956	3.6%	571	502	1,073	4.0%	556	558	1,114	4.1%
Foreign	-					411	448	859	3.2%	487	535	1,022	3.8%	532	587	1,119	4.1%
Total		12,583	13,959	26,542	100.0%	12,435	14,223	26,658	100.0%	12,579	14,477	27,056	100.0%	12,638	14,805	27,443	100.0%

University of Maryland-College Park
Table 5

Graduate Students		Fall 2009				Fall 2013				Fall 2014				Fall 2015			
New Categories	Old Categories	Female	Male	Total	%	Female	Male	Total	%	Female	Male	Total	%	Female	Male	Total	%
-	American Indian:U.S.	12	13	25	0.2%												
-	Asian:U.S.	424	438	862	8.1%												
-	Black or African American:U.S.	458	325	783	7.4%												
-	Foreign	1,021	1,518	2,539	23.8%												
-	Hispanic:U.S.	182	157	339	3.2%												
-	Unknown:U.S.	295	302	597	5.6%												
-	White:U.S.	2,709	2,799	5,508	51.7%												
White:U.S.	-					2,276	2,436	4,712	44.4%	2,204	2,364	4,568	43.3%	2,207	2,247	4,454	41.6%
Black or African American:U.S.	-					430	348	778	7.3%	425	334	759	7.2%	465	338	803	7.5%
Asian:U.S.	-					370	351	721	6.8%	333	363	696	6.6%	365	339	704	6.6%
American Indian or Alaska Native:U.S.	-					9	5	14	0.1%	9	2	11	0.1%	7	4	11	0.1%
Native Hawaiian or Other Pacific Islander:U.S.	-					3	4	7	0.1%	3	5	8	0.1%	3	3	6	0.1%
Hispanic:U.S.	-					192	203	395	3.7%	215	209	424	4.0%	211	203	414	3.9%
Unknown:U.S.	-					246	264	510	4.8%	277	351	628	6.0%	309	392	701	6.6%
Two or More:U.S.	-					102	81	183	1.7%	98	71	169	1.6%	111	81	192	1.8%
Foreign	-					1,497	1,797	3,294	31.0%	1,437	1,854	3,291	31.2%	1,463	1,949	3,412	31.9%
Total		5,101	5,552	10,653	100.0%	5,125	5,489	10,614	100.0%	5,001	5,553	10,554	100.0%	5,141	5,556	10,697	100.0%

University of Maryland-College Park
Table 6
Faculty

		Fall 2009			
		Male	Female	Total	%
Tenured/On-Track	Race/ Citizenship (old)				
	Amer Indian/Alaska Nat:U.S.	2		2	0.1%
	Asian/Pacific Islander:U.S.	126	51	177	12.0%
	Black/African American:U.S.	35	35	70	4.8%
	Foreign	36	20	56	3.8%
	Hispanic:U.S.	28	21	49	3.3%
	Not Reported:U.S.	30	14	44	3.0%
	White:U.S.	765	309	1,074	73.0%
	Total	1,022	450	1,472	100.0%

		Fall 2009			
		Male	Female	Total	%
Not on Track	Race/ Citizenship				
	Amer Indian/Alaska Nat:U.S.		2	2	0.1%
	Asian/Pacific Islander:U.S.	138	70	208	8.2%
	Black/African American:U.S.	45	74	119	4.7%
	Foreign	309	93	402	15.9%
	Hispanic:U.S.	25	24	49	1.9%
	Not Reported:U.S.	62	55	117	4.6%
	White:U.S.	899	728	1,627	64.5%
	Total	1,478	1,046	2,524	100.0%

University of Maryland-College Park
Table 6

Faculty

		Fall 2013				Fall 2014				Fall 2015			
		Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%
Tenured/On-Track	Race/Ethnicity (new)												
	Native:U.S.	1		1	0.1%	1		1	0.1%	1		1	0.1%
	Asian:U.S.	144	64	208	14.1%	144	65	209	14.1%	146	66	212	14.5%
	Black or African American:U.S.	33	32	65	4.4%	33	32	65	4.4%	31	29	60	4.1%
	Foreign	36	11	47	3.2%	36	17	53	3.6%	34	14	48	3.3%
	Hispanic:U.S.	31	26	57	3.9%	32	27	59	4.0%	29	27	56	3.8%
	Native Hawaiian or Other Pacific Islander:U.S.		1	1	0.1%		2	2	0.1%		2	2	0.1%
	Two or More:U.S.	5	2	7	0.5%	3	3	6	0.4%	3	5	8	0.5%
	Unknown:U.S.	55	38	93	6.3%	58	42	100	6.8%	58	41	99	6.8%
	White:U.S.	713	285	998	67.6%	708	277	985	66.6%	692	280	972	66.7%
	Total	1,018	459	1,477	100.0%	1,015	465	1,480	100.0%	994	464	1,458	100.0%

		Fall 2013				Fall 2014				Fall 2015			
		Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%
Not on Track	Race/Ethnicity (new)												
	Native:U.S.	3	1	4	0.1%	2	1	3	0.1%	2	1	3	0.1%
	Asian:U.S.	170	91	261	9.5%	185	94	279	10.0%	191	95	286	10.0%
	Black or African American:U.S.	44	70	114	4.2%	51	72	123	4.4%	53	90	143	5.0%
	Foreign	285	126	411	15.0%	308	114	422	15.2%	324	137	461	16.2%
	Hispanic:U.S.	49	34	83	3.0%	51	35	86	3.1%	52	41	93	3.3%
	Native Hawaiian or Other Pacific Islander:U.S.	1		1	0.0%	2		2	0.1%	1		1	0.0%
	Two or More:U.S.	9	7	16	0.6%	6	5	11	0.4%	9	9	18	0.6%
	Unknown:U.S.	171	140	311	11.4%	182	146	328	11.8%	178	135	313	11.0%
	White:U.S.	869	670	1,539	56.2%	859	672	1,531	55.0%	880	653	1,533	53.8%
	Total	1,601	1,139	2,740	100.0%	1,646	1,139	2,785	100.0%	1,690	1,161	2,851	100.0%

University of Maryland-College Park
Table 7

STAFF

		Fall 2009			
		Male	Female	Total	%
Staff	Race/Citizenship (old)				
	Amer Indian/Alaska Nat:U.S.	10	7	17	0.3%
	Asian/Pacific Islander:U.S.	171	232	403	7.9%
	Black/African American:U.S.	566	724	1,290	25.2%
	Foreign	24	34	58	1.1%
	Hispanic:U.S.	126	276	402	7.8%
	Not Reported:U.S.	76	88	164	3.2%
	White:U.S.	1,295	1,500	2,795	54.5%
	Total	2,268	2,861	5,129	100.0%

		Fall 2013				Fall 2014				Fall 2015			
		Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%
Staff	Race/Ethnicity (new)												
	American Indian or Alaska Native:U.S.	8	9	17	0.2%	9	6	15	0.2%	8	5	13	0.2%
	Asian:U.S.	168	233	401	6.1%	181	239	420	6.0%	184	232	416	6.3%
	Black or African American:U.S.	565	722	1,287	15.2%	567	752	1,319	15.3%	556	733	1,289	15.3%
	Foreign	19	44	63	16.0%	16	47	63	16.4%	13	45	58	17.0%
	Hispanic:U.S.	168	325	493	6.3%	176	342	518	6.4%	175	344	519	6.6%
	Native Hawaiian or Other Pacific Islander:U.S.	5	3	8	0.1%	6	5	11	0.1%	5	4	9	0.1%
	Two or More:U.S.	11	31	42	0.7%	15	41	56	0.8%	19	41	60	0.9%
	Unknown:U.S.	167	196	363	9.0%	212	239	451	9.6%	223	205	428	9.2%
	White:U.S.	1,344	1,500	2,844	46.3%	1,327	1,516	2,843	45.1%	1,287	1,436	2,723	44.3%
	Total	2,455	3,063	5,518	100.0%	2,509	3,187	5,696	100.0%	2,470	3,045	5,515	100.0%

excludes grad asst per memo instructions

UNIVERSITY OF MARYLAND EASTERN SHORE

2015-2016
INSTITUTIONAL PROGRAM OF
CULTURAL DIVERSITY
ANNUAL PROGESS REPORT

April 25, 2016

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Introduction

The University of Maryland Eastern Shore (UMES) encourages, values and supports cultural diversity and diversity awareness. 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". In accordance with Education §11-406, this institutional report on programs of cultural diversity provides a summary of the University's Cultural Diversity Plan and provides information and data for achievement of cultural diversity and areas requiring improvement.

Summary of Institutional Plan to Improve Cultural Diversity

The UMES Cultural Diversity Plan includes three major goals for improving cultural diversity. These goals are each supported by sub-goals and key strategies. 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.

UMES' Progress on Cultural Diversity

The University of Maryland Eastern Shore continues to improve it outcomes for 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.

GOAL 1: Climate for Living, Learning and Working

The UMES is committed to providing a positive campus culture for students, faculty, staff and administrators. Through its UMES Senate, the university formed a Campus Climate Committee (2013) and with a strong endorsement from President Juliette B. Bell, conducted an organizational climate survey (2014) to determine its progress toward promoting a productive, safe and inclusive campus environment. The survey addressed areas such as communications, management/leadership, staff development and job satisfaction/morale. The results of the survey yielded 11 recommendations to enhance the university environment and revealed the need for improved customer service university-wide.

Table 1: UMES - Cultural Diversity Plan, Implementation Strategy and Timeline for Meeting Goals within Plan

		2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity				
		Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within Plan				
University of Maryland Eastern Shore						
A	B	C	D	E	F	G
Diversity Plan	**Goals and Timeline**	**Implementation Strategies**	**Areas of Emphasis/Targeted Services for Specific Populations**	**Evaluation of Program**	**Goal Progress Compared to Base Year: 2009-2010**	**Areas of Needed Improvements**
Y=Yes/N=No	*A. Cite # of goals (inclusive year(s))* *B. Cite goals that are the focus of this report*	*Cite relevant strategies used for students, faculty, and staff*	*State specific area institution uses for each targeted population*	*Y or N (annual/biennial)*	*Improved Goal # by % or Static*	*Name specific areas in need of improvement*
EXAMPLE *Y*	*A. 7 Goals 2016-2010* *B. Goal 1: Increase diversity of faculty to reflect diversity of campus community*	*Expanded scope of faculty recruitment initiatives to include resources not previously used such as online publications*	*Recruitment and retention of a more diverse faculty*	*Y (biennial)*	*Improved Goal #1 by 5% over biennium*	*Cite area and reason for improvement, if needed*
Y	**A. 3 Goals 2010-2016**					
	Goal 1: Climate for Living, Learning and Working	Maintain a campus environment that is inclusive, safe and respectful.	Retention of students, faculty and staff	Y (annual)	Conducted an organizational climate survey resulting in recommendations which are currently being addressed.	
	Goal 2: Student Access and Opportunity					
	2.A. Improve the number of bachelor's degrees earned by non- African American students.	Peer tutors, mentors, advisors and retention coordinators work collaboratively to ensure student success.	Retain and graduate a more diverse undergraduate student population	Y (annual)	Increased of degrees earned has by 55 or 63%	
	2.A.1. Improve the number of new non-African American students who enter UMES as freshmen and transfers.	Hired recruiter to work with Maryland high schools to establish junior MANNRS chapters to provide linkages to UMES to recruit students from underrepresented groups.	Recruitment of diverse undergraduate student population		Increased by 26 students or 11%	
		Increased the number of articulation agreements with community colleges.				
		Participated in college fairs such as the Northern NJ Hispanic Fair, National Hispanic College Fair, Easher Shore Youth Summit and College Fair for foster youth.				
	2.A.2 Enhance the first-year retention rate for non-African American students.	Developed Latino/Hispanic mentoring program entitled, "Latino Students United".	Retention of a diverse student population	Y (annual)	Increased first-year retention rate for non-African American students by 5 percentage points	
	2.B. Improve the number of graduate degrees earned by AfricanAmerican students.	Collaborated with USM graduate schools in Maryland's Promise-AGEP program; improved advising to decrease degree completion and limited number of years that a student may receive a graduate/research assistantship	Retain and graduate a more diverse graduate student population	Y (annual)	Increased graduate degrees earned by African American students 7 percentage points	
	2.B.1 Improve the number of new African American graduate students.	Attended graduate school fair promoted the UMES Graduate School in marketing campaigns and allocated limited funding to graduate programs	Recruitment of diverse graduate student population	Y (annual)	Increased new African American graduate students by 5.1 percentage points	
	Goal 3: Diverse faculty and staff					
	3.A. Improve the number of African American tenured and tenure-track faculty.	Vacant faculty positions are advertised in professional journals/publications that target a diverse audience.	Recruitment and retention of more diverse faculty	Y (annual)	Increased the number of African American tenured or tenure-track faculty by 9 or 19%	
	3.B. Maintain the number of non-African American full-time administrators.	Encouraged professional development and provided opportunities to attend conferences.	Retention of non-African American administrators	Y (annual)	Increased non-African American full-time administrators by 11 to 28, .7	
		Supported promotion efforts within the departments and institution and ensured salaries were competitive with				
	3.C. Improve the number of non-African American staff members.	Continued to recruit using sources that are geared toward a diverse audience of applicants.	Recruitment and retention of more diverse staff	Y (annual)	Increased non-African American staff members by a 3.4 percentage points	
		Ensured committees reviewing applicant resumes are comprised of members meeting gender and race requirements to increase the chance of diversity of applicants being interviewed based on fair review of an applicant materials. Encouraged current staff members to network with friends and family to encourage them to apply for open positions.				

In response, UMES created the Hawkspitality initiative to increase awareness about the university's core values of "integrity, commitment, accountability, respect and excellence (ICARE)" and to improve customer service campus-wide. Members of the UMES campus community can share concerns through email and by placing written concerns in comment lockboxes placed around the campus. The climate committee continues its work by engaging in the process of addressing the recommendations and has implemented the following changes and improvements to date:

- Initiated a review of the Human Resources department
- Hired a social media manager to increase UMES' online presence
- Developed a campus-wide calendar for campus teammates
- Hosted an administrative professionals retreat
- Hosted the "Leading with the Speed of Trust" professional and personal development training
- Enhanced its faculty development component by hiring an Associate Provost to oversee this critical entity

UMES was recently commended for the campus-wide promotion of and commitment to the ICARE core values and the implementation of the Hawkspitality campaign by the Middle States Site Visit Evaluation Team. Collaborative university strategies such as these greatly assist UMES in fostering a positive campus culture and creating an environment conducive to optimal participation of all university stakeholders.

GOAL 2: Student Access and Opportunity

UMES continues to progress in providing access and opportunities for all its students and to retaining and graduating a diverse student population. To that end, UMES' outcomes have improved in the following areas when compared to the baseline year:

141 (25.4%) non-African-American students earned bachelor's degrees from UMES, an increase of 55 students or 63% compared to the baseline data. (Goal 2.A)

262 (26.6%) non-African-American new freshmen and transfer students, an increase of 26 students or 11%, compared to the baseline data. (Goal 2.A.1)

70.1% of non-African American students were retained to the second year, an increase of 5.1 percentage points, compared to the baseline data. (Goal 2.A.2)

54 (39.7%) graduate degrees (including master's and doctoral degrees) were earned by African-American students, an increased by 7 percentage points; however this is a 4.3 percentage point decrease from the previous year. (Goal 2.B)

272 graduate-level (including master's and doctoral) African-American students were enrolled, an increase of 21% compared to the baseline data. (Goal 2.B.1)

GOAL 3: Diverse Faculty and Staff

Recognizing not only the importance of a diverse student population but also the critical role that faculty and staff play in serving as role models for students, the institution is dedicated to hiring and training a diverse workforce. The university has implemented strategies to increase the number of African American tenured and tenure-track faculty members and non-African American staff members and to maintaining the number of university non-African American administrators. Through the successful implementation of strategies such as advertising vacant faculty positions in print and electronic publications which target a diverse audience and establishing faculty mentoring programs, UMES has increased its African American tenured and tenure-track faculty by 19%.

UMES currently employs 28 non-African American full-time administrators, which represents a slight increase of .7 percentage points. The department of Human Resources uses a number of mechanisms to ensure diversity among university administrators including by not limited to: 1. Equipping administrators with tools and training for effective leadership and attaining unit and departmental goals; 2. Ensuring salaries are competitive within the university structure and with peer institutions; and 3. Facilitating an atmosphere of transparency and engagement in decision making for administrators and their staff. UMES has increased its non-African American staff by 3.4 percentage points, representing 25.4% of the university's staff workforce. Human resources takes great strides in certifying that all search committees are gender and racially diverse to ensure equitable and fair recruitment and selection of new UMES team members.

How UMES uses cultural diversity for students, faculty and staff

Recruitment and Retention of Underrepresented Students, Faculty and Staff

UMES uses a variety of strategies and mechanisms to recruit and retain underrepresented students, faculty and staff members. As the number of distinctive, high-demand academic programs increase at the university, UMES continues to attract students, faculty and staff traditionally underrepresented at the university. The Office of Admissions in collaboration with Academic Affairs and the academic schools uses a number of strategies to accomplish this goal. The university has increased its participation in college fairs which target Hispanic and Latino students such at the Northern NJ Hispanic Fair and the National Hispanic College Fair. Other fairs which target foster youth such as the Eastern Shore Youth Summit and College Fair has also been added to the recruitment visitation schedule. UMES has enhanced its dual enrollment partnerships to include Dorchester and Somerset Counties.

The University has engaged in activities collaborative efforts to increase the number of articulation agreements and MOUs with community college partners and added four new agreements. The university anticipates increasing the partnerships to 30 for the next academic year.

The Center for Access and Academic Success (CASS), Student Affairs and Disability Support Services continue to offer services to support students. The Center currently offers a mentoring program for Latino students and supports the Advocate2Educate programs for all incoming students. Programs such as MADE and REACH provide gender specific services to enhance the retention of African American men and women. These programs not only assist with providing a supportive and engaging environment for new and transfers students but also work closely with students to enhance their academic performance to close the academic achievement gap.

The University advertises in a wide range of media outlets to attract, recruit and hire a diverse faculty and staff and advertises in national and local print and electronic publications. Other strategies include targeting organizations such as NASPA, leveraging faculty and staff networks to recruit and retain new team members and support new and junior faculty through mentoring initiatives.

UMES retains faculty and staff by offering competitive compensation and benefits consistent with other peer institutions and offers campus recognition programs and training opportunities to demonstrate its appreciation to faculty and staff and ensure that employees keep pace with changing knowledge, skills and practices.

Table 2: UMES - Description of the Way Institution Addresses Cultural Diversity among its Students, Faculty and Staff

2015-2016 Annual Report on Institutional Programs of Cultural Diversity				
Description of Way Institution Addresses Cultural Diversity Among its Students, Faculty, and Staff				
University of Maryland Eastern Shore				
A	**B**	**C**	**D**	**E**
Recruitment and Retention of Underrepresented Students, Faculty, and Staff	**Creates Positive Cultural Interactions and Awareness among Students, Faculty, and Staff**	**Uses Cultural Sensitivity Instruction and Training for Students, Faculty, and Staff**	**Uses Administrative Structures, Offices, Councils, and Diversity Officers**	**Uses Targeted Programs and Services to Achieve Cultural Diversity Goals**
State the recruitment and/or retention initiative and indicate for whom it applies	*State the initiatives used to create interactions and awareness for students, faculty, and staff*	*State what type of instruction and training is used for students, faculty, and staff*	*List in hierarchical order all diversity structures used within and across the institution*	*State the targeted programs and services and indicate for whom each is targeted*
Initiative: Participation in Northern NJ Hispanic Fair, National Hispanic College Fair, Eastern Shore Youth Summit and College Fair for foster youth. **Applies to:** Students	Infusion of cultural themes into instruction. To date, the more than 40 general education and discipline- related courses have provided students with opportunities to learn about and develop an appreciation for cultural diversity, diverse cultures and international perspectives.	Safe Zone Training provided by the Counseling Center and the Office of Residence Life to train staff members on issue concerning the LBGT-Q community.	Title IX coordinator and Acting Equity and Compliance Officer	**Targeted program/service:** Latino Student United is designed to provide increased mentoring and support. **Target:** Latino students
Initiative: The division of Student Affairs encourages participation in the NASPA organization to increase diversity among student affairs professionals. **Applies to:** Staff	Programming and events to celebrate diverse cultures such as Black History month, Hispanic Heritage month, Women's History month, World Aids Day, National Day of Silence and the International Festival.	Human Resources provides training on topics such as conflict resolution, civility and effective leadership for staff and supervisors.		**Targeted program/service:** Men Achieving Dreams through Education (MADE) retention initiative to increase the number of African American male graduates. **Target:** African American Male students
Initiative: The School of Pharmacy and Health Professions participates in college and career fairs, open house events, develops articulation agreements and uses technology to recruit students from diverse backgrounds. **Applies to:** Students	Various academic departments host international scholars, performers, artists, researchers and guest lecturers.	Academic Affairs provides workshops on topics such as Classroom Management to assistant faculty and staff with working with diverse students and to gain a better understanding of cultural and generational differences.		**Targeted program/service:** ESL tutoring **Target:** Students who are non-native English Speakers
Initiative: The School of Pharmacy and Health Professions leverages relationships of current faculty and staff to recruit new faculty and staff in the region and nation. **Applies to:** Faculty; Staff				**Targeted program/service:** Advocate2Educate retention initiative to foster increased advocacy and mentoring and to provide each student with a sense of belonging. **Target:** All incoming first year and transfer students
Initiative: A faculty mentoring program in the School of the Arts and Professions is being established to facilitate the transition and support of new and junior faculty. **Applies to:** Faculty				**Targeted program/service:** REACH (Responsible Educated Action-Oriented Civically engaged Hawks4Life **Target:** African American female students
Initiative: The division of Academic Affairs develops articulation agreements with community colleges to provide a seamless transfer for students seeking a bachelor's degree and to increase the diversity of the student population. **Applies to:** Students				**Targeted program/service:** Disability Support Services **Target:** Students with self-reported physical, mental or intellectual disabilities
Initiative: The department of Human Resources advertises positions in publications that attracts a diverse audience. **Applies to:** Faculty; Staff				**Targeted program/service:** Center for International Education **Target:** International students, International scholars, All UMES students
Initiative: UMES provides professional development opportunities and training to faculty and staff to ensure all employees are equipped with tools to be effective in his/her job responsibility. **Applies to:** Faculty; Staff				

Efforts to Create Positive Interactions and Awareness

Cultural Diversity Instruction and Training of Students, Faculty Staff

The university offers programming and hosts events which celebrate diversity such as its annual International Festival, World Aids Day, National Day of Silence and national and state ethnic heritage recognitions such as Black History month, Hispanic Heritage month and Irish American Heritage month.

The university provides cultural sensitivity training such as Safe Zone Training.   Human Resources provides various training workshops on topics such as conflict resolution, workplace civility and effective leadership strategies.   Other training opportunities are provided by faculty and staff through Academic Affairs such as classroom management training and understanding students through advocacy and mentoring.

Curricular Initiatives

UMES promotes cultural diversity and awareness among its students, faculty and staff through the incorporation of cultural themes and perspectives into the curriculum.   More than 40 courses in the general education program and in the discipline related programs afford students with classroom and experiential opportunities to learn about diverse cultures. These curricular offerings provide students with an enriched academic experience and increases the student's cultural competence required in a competitive workforce. UMES hosts professional development workshops for current and future educators that includes sessions on working with diversity in the classroom. The university is currently creating more opportunities to study abroad by partnering with agency and other universities to host study abroad experiences. Recently UMES students have traveled to China and Costa Rica. Cultural diversity training is also promoted in clinical experiences. Student interns are expected to provide work samples that demonstrate their understanding diversity.

Co- Curricular Initiatives

Cultural awareness enhancement is provided through co-curricular experiences such as guest lectures, artistic performances and other experiential learning opportunities. The Office of Campus Life is the home to over 60 student organizations that range from social awareness, cultural education and academic interests. The monthly program slate is developed by consciously focusing on "awareness days and months" that is included but not limited to the National Day of Silence, World AIDS Day, Veteran's Day, Black History Month, Latino Heritage Month and Women's History Month.   Students participate in service learning programming to foster the promotion of cultural awareness such as building accessibility ramps, working a local food banks and participating in alternative Spring break activities in New Orleans, LA.

Academic departments host lecture series, visiting scholars, cultural activities, exhibitions and discipline related awareness events such as "Speed of Light Day", lecture series for academic schools Arts and Professions, Business and Technology and Agricultural and Natural Sciences. The School of Pharmacy and Health Professions hosts an annual Health and Wellness Fair. Students may also attend field trips to museums, cultural centers and artistic performances.

Table 3: UMES – Efforts to Create Positive Interactions and Awareness among Students, Faculty and Staff

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity		
Efforts to Create Positive Interactions and Awareness Among Students Faculty and Staff		
University of Maryland Eastern Shore		
A	*B*	*C*
Provides Cultural Diversity Instruction & Training of Students Faculty and Staff	**Provides Curricular Initiatives that Promote Cultural Diversity in Classroom**	**Provides Co-Curricular Programs and Events for Students**
State the nature and type of instruction and training for students, faculty, and staff	*State the nature and type of curricular initiatives used to promote cultural diversity in the classroom within the institution*	*List institution-wide (IW) and targeted (T) co-curricular programs for students*
Safe Zone Training provided by Counseling Center and the Office of Residence Life to train staff members on issue concerning the LBGT-Q community.	Study abroad is offered to students to increase cultural diversity and faculty incorporate cultural diversity into their courses through discussions, examples, and case studies.	The Office of Campus Life provides programming which consciously focuses on awareness days and months. These include: National Day of Silence, World Aid Day, Veteran's Day, Black History Month, Latino Heritage Month, and Women History Month. Additionally, UMES is home to over 60 student organizations that range from social awareness, cultural education and academic interests.
Human Resources provides training on topics such as anger management, conflict resolution, workplace civility, sexual harassment and misconduct and effective leadership strategies for staff and supervisors.	There has been an increase in the number of courses focused on African American culture. African American Literature has been split into two courses; thus, allowing for greater breadth and depth of study. Additionally, two elective courses that focus on African American culture are offered: African American Cinema and African American Theater.	The Office of University Engagement & Lifelong Learning organizes programming and service learning opportunities so students can engage in the community all while developing leadership skills. Some activities students have participated in t academic year include building accessibility ramps, mentoring and tutoring elementary school students at a local community center, working with the local food bank in providing Thanksgiving baskets to needy families in Somerset and Wicomico Counties and participating in an alternative spring break activity in New Orleans, Louisiana.
Academic Affairs provides workshops on topics such as Classroom Management and the promotion of engagement and advocacy (Time for TEA) to assistant faculty and staff with working with diverse students and gain a better understanding of cultural and generational differences.	Clinical experiences are carefully selected to provide diverse setting for all teacher candidates. Interns are expected to provide work samples and portfolios that demonstrate a deeper understanding of their students and the content they teach including application of their understanding of diversity.	The Department of Natural Sciences celebrates "National Chemistry Week" and "Mole Day" (in October), "Speed of Light Day" and "Pi Day" in March and sponsor fun events that provide students information about important scientific concepts and important minority scientists. These events bring a cross-section of students together for a variety of activities.
New graduate students participate in orientation sessions which include diversity training and cultural sensitivity.	Several courses in Special Education focus on understanding characteristics of students with disabilities and also the interaction between class race and treatment of special needs individuals. Students learn specific strategies to meet the learning needs of this population.	Students in the Department of Natural Science senior seminar course are responsible for updating bulletin boards which feature rotating displays for Native American Heritage Month, Hispanic Heritage Month, Black History Month and Women's History Month.
	The Counselor Education graduate program infuses cultural diversity in all of its courses. There are two courses in particular t h a t focus on diversity issues, CNED 645 Cross-cultural Perspectives in Counseling and CNED 655 Social Diversity Counseling. CNED 645 addresses issues regarding race, culture and ethnicity. CNED 655 addresses issues around gender, sexual orientation, ability, SES, religion, and age. These two classes involve experiential learning to examine bias awareness and activities that require participation in the community for observation and engagement.	The SAP Lecture Series Committee coordinates a school-wide activity designed provide a collegial and intellectual forum for students, faculty, and community.
		In the visual and performing arts, students and faculty organize exhibitions for public viewing. Music faculty and students display their talents through various concerts and public performances.
		Field trips to organizations, museums and other establishments are organized for students to support co-curricular activities and augment classroom learning experience.

UMES Process for Reporting Campus-Based Hate Crimes

Table 4: UMES – Institution has Process for Reporting Campus-Based Hate Crimes

2015-16 USM Annual Report on Institutional Programs of Cultural Diversity	
Institution has a Process for Reporting Campus-Based Hate Crimes	
University of Maryland Eastern Shore	
Yes, UMES has a process for reporting campus- based hate crimes. The university has not experienced campus-based hate crimes for the past 3 years.	

UMES uses its Jeanne Clery Act Compliance Reporting Policy for reporting campus-based hate crimes.   A university police/compliance coordinator ensures that the policy is adhered to and that an annual disclosure/report is made available to the campus community and the public. The University of Maryland Eastern Shore experienced no campus hate-based crimes or biased motivated incidents for 2015.

In accordance with the requirements of the Jeanne Clery Act, the University of Maryland Eastern Shore Police Department shall:

1. Maintain a daily **crime log** of all crimes reported. This log will be available for public inspection, in a timely manner, upon request.

2. Compile and disclose statistics of reports on the types of Clery Crimes reported for the University's campus, the immediately adjacent public areas and public areas running through the campus, remote classroom facilities and certain non-campus facilities.

3. Collect reports of Clery Crimes made to the University Police Department, local law enforcement, University officials and others associated with the University who have significant responsibility for student and campus activities.

4. Create and publish an annual report to the Department of Education disclosing statistics of Clery Crimes reported over the past three (3) years, as well as University policies and procedures addressing campus security and safety.

5. Annually disclose/provide access to the campus community and the public, the Annual Security Report, which provides:
- Crime data (by type);
- Fire incident data;
- Security policies and procedures in place to protect the community; and
- Information on the handling of threats, emergencies and dangerous situations.

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.* The University continues to achieve its goals for cultural diversity and is committed to providing cultural diversity training and awareness opportunities for students, faculty and staff. As the university expands and become more diverse, it will continue to use successful strategies to educate the campus community about cultural diversity, provide training opportunities to students, faculty and staff and to value and appreciate the enriching experiences which result from a diverse community of stakeholders.

UNIVESITY OF MARYLAND EASTERN SHORE
Institutional Program of Cultural Diversity Progress Report Data
Academic Year 2009-2010 thru 2015-2016

Table 5: UMES Student Enrollment* Fall 2009-Fall 2015 by Race/Ethnicity

Race /Ethnicity	2009-2010				2013-2014				2014-2015				2015-2016			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	3,439	80.6%	1,331	2,108	2,831	69.7%	1,186	1,645	2,860	68.9%	1,225	1,635	3,026	70.2%	1,308	1,718
American Indian or Alaskan Native	8	0.2%	5	3	4	0.1%	3	1	7	0.2%	4	3	7	0.2%	6	1
Asian	63	1.5%	31	32	75	1.8%	45	30	66	1.6%	37	29	67	1.6%	35	32
Hispanic/Latino	63	1.5%	26	37	87	2.1%	36	51	85	2.0%	40	45	115	2.7%	53	62
White	591	13.9%	270	321	635	15.6%	307	328	620	14.9%	293	327	597	13.8%	294	303
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	3	0.1%	0	3	2	0.0%	0	2	2	0.0%	0	2
Two or More Races	NA	NA	NA	NA	370	9.1%	148	222	461	11.1%	197	264	454	10.5%	193	261
Did Not Self-Identify	102	2.4%	39	63	56	1.4%	29	27	50	1.2%	21	29	43	1.0%	20	23
Total	4,266	100.0%	1,702	2,564	4,061	100%	1,754	2,307	4,151	100.0%	1,817	2,334	4,311	100.0%	1,909	2,402

*Foreign students are not included

Table 6: UMES Faculty* Fall 2009-Fall 2015 by Race/Ethnicity

Race /Ethnicity	2009-2010				2013-2014				2014-2015				2015-2016			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	120	39.7%	60	60	132	37.0%	67	65	130	36.6%	68	62	134	38.7%	67	67
American Indian or Alaskan Native	2	0.7%	1	1	5	1.4%	2	3	4	1.1%	2	2	1	0.3%	1	0
Asian	22	7.3%	13	9	36	10.1%	23	13	36	10.1%	22	14	40	11.6%	24	16
Hispanic/Latino	7	2.3%	4	3	8	2.2%	4	4	10	2.8%	6	4	9	2.6%	5	4
White	148	49.0%	82	66	168	47.1%	90	78	166	46.8%	84	82	155	44.8%	78	77
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	0	0%	0	0	1	0.2%	1	0	1	0.3%	1	0
Two or More Races	NA	NA	NA	NA	5	1.4%	2	3	5	1.4%	3	2	4	1.2%	2	2
Did Not Self-Identify	3	1.0%	0	3	3	0.8%	2	1	3	0.8%	2	1	2	0.6%	1	1
Total	302	100.0%	160	142	357	100%	190	167	355	100.0%	188	167	346	100.0%	179	167

*Foreign faculty is not included

Table 7: UMES Staff* Profile Fall 2009-Fall 2015 by Race/Ethnicity

Race /Ethnicity	2009-2010				2013-2014				2014-2015				2015-2016			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	400	74.3%	158	242	423	75.9%	189	234	400	74.6%	175	225	403	74.8%	183	220
American Indian or Alaskan Native	3	0.6%	0	3	3	0.5%	0	3	3	0.6%	1	2	3	0.6%	1	2
Asian	4	0.7%	1	3	9	1.6%	4	5	9	1.7%	4	5	8	1.5%	4	4
Hispanic/Latino	7	1.3%	3	4	11	2.0%	8	3	12	2.2%	6	6	11	2.0%	7	4
White	119	22.1%	69	50	105	18.9%	58	47	104	19.4%	55	49	108	20.0%	59	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	4	0.7%	2	2	4	0.7%	2	2	4	0.7%	2	2
Did Not Self-Identify	5	0.9%	3	2	2	0.4%	2	0	4	0.7%	4	0	2	0.4%	2	0
Total	538	100.0%	234	304	557	100%	263	294	536	100%	247	289	539	100.0%	258	281

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

UNIVERSITY OF MARYLAND
UNIVERSITY COLLEGE

UMUC
University of Maryland University College

FY 2015 - 2016 Annual Progress Report

On

Programs of Cultural Diversity

April 25, 2016

April 25, 2016

Dr. John Wolfe
Associate 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 2015-2016
Annual Progress Report on Programs of Cultural Diversity.

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

Sincerely,

Blair H. Hayes
Ombudsman, Vice President and Chief Diversity Officer

University of Maryland University College
FY2015-FY2016 Annual Progress Report
On
Programs of Cultural Diversity

25 April 2016

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.

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 Chief Diversity Officer continue to chart the direction of the office.

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.

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 Multicultural Training and Programming Unit, and the ADA Compliance Office. This structure allows the office to maintain programs that strengthen current diversity initiatives and plan strategically for future offerings.

Table 1						
2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity						
Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within Plan						
University of Maryland University College						
A	B	C	D	E	F	G
Diversity Plan Y=Yes/N=No	**Goals and Timeline**	**Implemetation Strategies**	**Areas of Emphasis/Targeted Services for Specific Populations**	**Evaluation of Program**	**Goal Progress Compared to Base Year: 2009-2010**	**Areas of Needed Improvements**
	A. Cite # of goals (inclusive year(s)) *B. Cite goals that are the focus of this report*	*Cite relevant strategies used for students, faculty, and staff*	*State specific area institution uses for each targeted population*	*Y or N (annual/biennial)*	*Improved Goal # by % or Static*	*Name specific areas in need of improvement*
EXAMPLE **Y**	**A. 7 Goals 2016-2010** **B. Goal 1: Increase diversity of faculty to reflect diversity of campus community**	**Expanded scope of faculty recruitment initiatives to include resources not previously used such as online publicaions**	**Recruitment and retention of a more diverse faculty**	**Y (biennial)**	**Improved Goal #1 by 5% over biennium**	**Cite area and reason for improvement, if needed**
Y	A. 5 Goals 2016-2010					
Y	B. Goal 1: Increase numeric representation of underrepresented groups	Have expanded the use of external marketing to reach previously under-represented populations. We have included job posts in more magazines, periodicals, and online job sites to increase thediversity of the applicant pool.	Increase diversity of staff, students, and faculty	Y (annual)	The representation of African-American faculty has increased by 9%. The representation of African-American staff has increased by 3%.	
Y	Goal 2: Create cultural awareness building opportunities	The multicultural training unit has added an Assistant Director to ensure that regular training, and diversity events could be offered for staff, faculty, and students. Additionally an online database has been built to ensure that individuals outside of the DC Metro area can view lectures and diversity events that take place locally.	Provide an avenue for all members of the UMUC Community to increase awareness of diversity and cultural differences	Y (annual)	This effort has expanded into a once or twice a month event to promote diversity awareness	
Y	Goal 3: Offer diversity courses to students	UMUC continues to offer diversity coursres as part of the Social Science curriculum to ensure that students are equipped with the appropriate understanding of diversity when they enter the workforce	Include diversity and inclusion as part of the undergraduate curriculum	Y (annual)	Static	
Y	Goal 4: Offer regular training and programs to staff and faculty	Currently monthly heritage and cultural events are offered to staff, faculty, and students. Lunch is served and experts are brought in from across the country to share their expertise with the UMUC Community.	Provide workshops and online modules to continuously build diversity competencies and skills of UMUC staff and faculty	Y (annual)	The diversity training program has expanded to six face-to-face workshps and five online modules	
Y	Goal 5: Maintain formal institutional diversity communication and marketig plan	The communication and marketing plan has been maintained to ensure that the diversity message is appropriately shared throughout the UMUC community. Additionally, the Marketing Team works to ensure that the representation of under-represented individuals is appropriately included on internal and external materials by including the Diversity and Equity Office in reviews	Increase awareness of diversity and inclusion goals and objectives through online, print, and social media	Y (annual)	Static	
Legend						
Y = Yes						
N= No						

Addressing Cultural Diversity

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

Over the past fiscal year, training modules have been shared with staff, faculty, and students to build awareness and understanding of 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	594
The Clery Act and Campus Security Authorities	362
Unlawful Harassment Prevention for Higher Education Faculty	580

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 **180** new hires have participated in the diversity sessions for new hires

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 is 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 on UMUC campuses, however 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.

	Table 2			
	2015-2016 Annual Report on Institutional Programs of Cultural Diversity			
	Description of Way Institution Addresses Cultural Diversity Among its Students, Faculty, and Staff			
University of Maryland University College				
A	*B*	*C*	*D*	*E*
Recruitment and Retention of Underrepresented Students, Faculty, and Staff	**Creates Positive Cultural Interactions and Awareness among Students, Faculty, and Staff**	**Uses Cultural Senstivity Instruction and Training for Students, Faculty, and Staff**	**Uses Administrative Sturctures, Offices, Councils, and Diversity Officers**	**Uses Targeted Programs and Serivces to Achieve Cultural Diversity Goals**
State the recruitment and/or retention initiative and indicate for whom it applies	*State the initatives used to create interactions and awareness for students, faculty, and staff*	*State what type of instruction and training is used for students, faculty, and staff*	*List in hierarchial order all diversity structures used within and across the institution*	*State the targeted programs and services indicate for whom each is targeted*
1) Diversity linked job postings	1) All postings include references and information related to UMUC's EEO policy and Diversity and Equity Office		1) Includes Diversity and Equity Office, Human Resources, and the Marketing Office	1) Diversity Linked Job Postings are posted in Indeed.com, Simply Hired, and Ad hoc postings
2) Sourcing	2) Job postings are posted through a variety of publications, periodicals, and online sites to ensure that postings are presented to a diverse population of potential candidates.	2) Sample questions are provided (upon request) to interviewers that indicate what appropriate interview questions are pertaining to demographic questions	2) Human Resources	2) Sourcing, LinkedIn, and Washington Post
		Additionally, as a core value, diversity is included in behavioral interview questions for leadership, management, and staff hiring.		
3) Veteran Hiring Plans	3) Ensures that veterans have the resources and support they need as they transition to the workforce.	3) The Multicultural Training Unit offers a workshop to assist with making the transition from the military to the higher education workforce	3) Includes Human Resources, Veterans Advising, and the Veterans Resource Center	3) Veteran Hiring Plans
	The student population is heavily comprised of both current and former military and this prepares them for a smooth transition to the workforce.			Relationship with UMUC Military Partnerships
				Operation Hiring Maryland
				Operation Impact - Network of Champions
				Safe Harbour Wounded Warriors
				Veterans Economic Communities Initiaitve
				AmVets
				Recruit Military Career Fair (Nov 5th - DC)
				Military Times Print Ad
4) Career Fairs - Accessibility Services		4) Counseling and information is made available for all students ho may require short- or long-term accomodations. Representatives from the Accessibility Services Unit are present during each event.	4) Includes Accessibility Services Unit, Human Resources, Career Services, and the UMUC Alumni Association	4) Career Fair - Accessibility Services
Legend				
Y = Yes				
N= No				

Creating Positive Interactions and Cultural Awareness throughout the UMUC Community

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 2015, UMUC sponsored four 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 races in Washington, DC, Cape May, Jersey, and Philadelphia, PA. UMUC also sponsored the UMUC Tigers Softball Team, comprised of 20 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 2015, the University sponsored the UMUC Cycling Dragons, which was comprised of 31 members of the UMUC Community.

Over the course of the past year, the Diversity and Equity Office 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 2015- Martin Luther King Day: "Dreams for Global Peace and Social Justice" (Lecture by Professor Carmen Gillespie from Bucknell University)
- February 2015- African American Heritage Month: "Celebrating A Century of Black Life, History, and Culture" (Documentary- *The Black List*)
- March 2015- Women's History Month: "Forging Frontiers: Women Leaders in STEM" (Performance and Lecture by Kate Campbell Stevenson)
- March 2015- Irish American Heritage Month (Documentary- *The Irish at Gettysburg*)
- April 2015- Earth Day: "UMUC Achieving Sustainability" (Lecture by Cora Lee-Gilbert and Sean Williamson from UMUC)
- May 2015- Older Americans Month: "Alzheimer's and Dementia" (Lecture by Ron Hendler Public Health Policy Expert)
- June 2015 – LGBT Pride Month: "Promoting Inclusion Without Exception" (Lecture by Keith Thirion from Equality Maryland)
- September 2015- Hispanic Heritage Month (Lecture and Performance by Adrian Valdivia from DC Casineros
- October 2015- Disability Employment Awareness Month: "My Disability is One Part of Who I Am" (Lecture by Emily Hanna from American Association for People with Disabilities)
- November 2015- Native American Heritage Month (Performance by Daniel Tramper Cherokee Hoop Dancer)
- December 2015- Universal Human Rights Awareness Month (Lecture by Fariha Alam from UNICEF)

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. Additionally, the Undergraduate School, offers a minor in Diversity Awareness for all interested students. The diversity courses include:

Courses	# of Participants
BEHS 220 - Diversity Awareness	684
BEHS 320 - Disability Studies	254
BEHS 453 - Domestic Violence	505

	Table 3	
	2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity	
	Efforts to Create Positive Interactions and Awareness Among Students, Faculty, and Staff	
University of Maryland University College		
A	**B**	**C**
Provides Cultural Diversity Instruction & Training of Students Faculty and Staff	**Provides Curricular Initiatives that Promote Cultural Diversity in Classroom**	**Provides Co-Curricular Programs and Events for Students**
State the nature and type of instruction and training for students, faculty, and staff	*State the nature and type of curricular initiatives used to promote cultural diversity in the classroom within the institution*	*List institution-wide (IW) and targeted (T) co-curricular programs for students*
1) Diversity Awareness Minor	1) The minor is offered as part of the behavioral sciences curriculum offered by the undergraduate school. Students learn about diversity in the community, corporate structure, and its impact on their day-to-day lives.	1) Diversity Awarness Minor Courses (T)
		Anthropology of Language and Communication
		Diversity Awareness
		Disability Studies
		Gender and Aging
		Culture and Aging
		Psychology of Gender
		Cross-Cultural Psychology
		Adulthood and Aging
		The Sociology of Gender
		Race and Ethinicity: A Global Perspective
		Sociology of Religion
		Intercultural Communications
2) Multicultural Training and Programming for Staff and Faculty	2)	2) Multicultural Training Programs (IW)
		Interpersonal Communication - Communicating across Differences
		Managing a Diverse Workforce - Supervisory Training
		Working in a Multi-National Environment - Employee Training
		Cultural Sensitivity
		Understanding EEO Policies
3) Title IX and Sexual Violence Prevention	3) All students are offered the online Title IX and sexual violence prevention module in order to ensure that they are equipped with the tools, knowledge, and resources to understand how to manage potentially harmful and illegal situations that may present themselves	3) Title IX and Sexual Violence Prevention (IW) and (T)
		Preventing Discrimination and Sexual Violence - Faculty and Staff
		Preventing Discrimination and Sexual Violence - Students
		The Clery Act and Campus Security
		Unlawful Harassment Prevention for Higher Education (Faculty)
		Unlawful Harassment Prevention for Higher Education (Staff)
4) Monthly Heritage Month Events	4)	4) Heritage Month Events (IW) and (T)
		Martin Luther King, Jr. Day: Dreams for Global Peace and Social Justice
		African-American Heritage Month: "Celebrating a Century of Black Life, History, and Culture"
		Women's History Month: Forging Frontiers: Women Leaders in STEM
		Earth Day: UMUC Achieving Sustainability
		Older Americans Month: Alzheimers and Dementia
		LGBT Pride Month: Promoting Inclusion without Exception
		Hispanic Heritage Month Lecture and Performance
		Disability Employment Awareness Month: "My Disability is One Part of
		Native American Heritage Month: Cherokee Hoop Dancer performance
		Universal Human Rights Awareness Month
Legend		
Y = Yes		
N = No		

Reporting Campus-based Hate Crimes

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.

Table 4
2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity
Institution has a Process for Reporting Campus-Based Hate Crimes
University of Maryland University College
Yes
There are several places and resources in place to ensure that staff, faculty, and students can report any campus-based
1) The Response Emergency Assessment Crisis Team (REACT) is available to report any incidents on campus that are threat to the safety or mental health of staff, faculty, and students
2) The Ombuds Office
3) Fair Practices Office
4) UMUC Security
Over the past year, we have not received any reports of campus-based hate crimes.
Legend
Y = Yes
N = No

II.   Demographic Data

Students

As shown in Table 5 below, the total number of students enrolled at UMUC locations in Maryland increased by 2342 from Fall 2014 to Fall 2015. The ratio of historically under-represented demographic groups remained unchanged over the past year.   African-American/ Black students remained at 30% and Hispanic/Latino students remained at 10% in the Fall of 2015.

UMUC's student population was 52% male and 48% female in Fall 2015, which is consistent with the gender proportions in Fall 2014. The African-American subpopulation is 55% female and 45% male, while the White student subpopulation is 43% female and 57% male.

	Baseline: 2009-2010				**2013-2014**				**2014-2015**				**2015-2016**			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/ Black	12397	33	4438	7959	12933	33	5254	7679	14477	30	6250	8227	15079	30	6716	8363

TABLE 5: Separate *Comparison* Table for Students

American Indian or Alaska Native	206	1	75	131	162	0	76	86	218	0	114	104	234	0	117	117
Asian	1857	5	932	925	1999	5	1117	882	2487	5	1392	1095	2599	5	1455	1144
Hispanic/Latino	2038	5	985	1053	3327	8	1761	1566	4712	10	2578	2134	5301	10	2969	2332
White	14125	38	7234	6891	15946	40	8984	6962	19519	41	11270	8249	20084	40	11539	8545
Native American or other Pacific Islander					185	0	92	93	303	1	154	149	361	1	182	179
Two or more races					1152	3	511	641	1659	3	750	909	1880	4	843	1037
Did not self identify	6724	18	2777	3947	3853	10	1749	2104	4531	9	2160	2371	4710	9	2250	2460
Total	37347		16441	20906	39557		19544	20013	47906		24668	23238	50248		26071	24177

Faculty

Table 6 depicts the ethnicity and gender demographics for UMUC faculty as of Fall 2015. The largest group (67% in Fall 2015) 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 17% as of fall 2015. Asian, Hispanic/Latino, and American-Indian faculty represent smaller segments of the total faculty at a combined 11% of the total faculty representation.

Males comprise 55% of the faculty and females 45% as of Fall 2015.

TABLE 6: Separate *Comparison* Table for Faculty																
	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/ Black	159	8	86	73	419	16	217	202	412	16	212	200	478	17	245	233
American Indian or Alaska Native	12	1	8	4	20	1	13	7	21	1	14	7	19	1	1413	6
Asian	71	4	57	14	196	8	138	58	207	8	132	75	205	7	124	81
Hispanic/ Latino	27	1	16	11	67	3	43	24	71	3	45	26	89	3	55	34
White	827	42	498	329	1786	69	1017	769	1773	68	998	775	1891	67	1049	842
Native American or other Pacific Islander					1	0	1		1	0	1		1	0	1	
Two or more races					12	1	8	4	12	1	8	4	20	1	14	6
Did not self identify	862	44	484	378	106	4	58	48	102	4	51	51	108	4	55	53
Total	1958		1149	809	2607		1495	1112	2599		1461	1138	2811		1556	1255

Staff

As shown in Table 7 below, the total number of staff employed at UMUC Stateside locations increased by 5% in 2015 compared to 2014, to 1146 from 1090. The proportions of African-American/Black staff decreased slightly to 29% in Fall 2015 from 31% in Fall 2014. The number of Hispanic/Latino staff increased slightly by 1% to 52 from 40 in Fall 2015. The number of White staff decreased slightly by 3% to 474 from 483 in Fall 2015. There was also a slight increase in staff that 'Did Not Self-Identify' by 3% to 186 in Fall 2015 from

140 in Fall 2014. Overall, the proportion of female staff remains unchanged over the past year.

TABLE 7: Separate *Comparison* Table for Staff																
	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	255	26	63	192	387	33	107	280	334	31	87	247	335	29	95	240
American Indian or Alaska Native	3	0	2	1	4	0	2	2	4	0	2	2	4	0	2	2
Asian	71	7	28	43	78	7	32	46	68	6	27	41	67	6	26	41
Hispanic/Latino	27	3	8	19	36	3	12	24	40	4	16	24	52	5	19	33
White	376	39	132	244	532	46	194	338	483	44	168	315	474	41	161	313
Native American or other Pacific Islander					1	0		1	1	0		1	1	0		1
Two or more races					16	1	5	11	20	2	6	14	27	2	7	20
Did not self identify	244	25	90	154	103	9	33	70	140	12	49	91	186	16	69	117
Total	976		323	653	1157		385	772	1090		355	735	1146		379	767

CONCLUSIONS

The Diversity and Equity Office has continued to set the tone for diversity and inclusion as we work to ensure that there is a positive climate for diversity throughout the University. All of the units that comprise the Diversity and Equity Office make the University a better place for individuals from all backgrounds, perspectives, and experiences. The commitment to diversity at UMUC has never been more apparent as individuals from the President, the Executive Committee, the President's Cabinet, along with staff, faculty, and students across the globe are engaged in spreading the diversity message. Additionally, the collaboration between the Diversity and Executive Office and other departments (e.g. Human Resources, Legal Affairs, etc.) ensures that diversity milestones, landmarks, and goals are included in programs across the University. Every day the core value of 'Diversity' is part of the UMUC culture and every individual that joins UMUC learns about how important this is to our continued growth and success.