

**TOPIC:** Inclusion and Diversity  
2016-2017 Overview  
Institutional Programs of Cultural Diversity Annual Progress Report (action)  
The Effects of Federal Immigration Decisions on Campus Communities

**COMMITTEE:** Education Policy and Student Life

**DATE OF COMMITTEE MEETING:** Tuesday, May 16, 2017

**SUMMARY:**

**Overview:** Dr. Boughman, Senior Vice Chancellor for Academic Affairs, will provide the regents an overview of various Inclusion and Diversity (I&D)-related activities and work that has taken place within the USM since September 2016.

**Institutional Programs of Cultural Diversity Annual Progress Report:** 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. By September 1<sup>st</sup> of each year, each institution shall submit its plan through its governing body for review. Subsequently, the governing body shall submit to the Maryland Higher Education Commission a progress report regarding the institutions' implementation or improvement of their plans.

**The Effects of Federal Immigration Decisions on Campus Communities:** Recent immigration decisions coming from the White House have affected colleges and universities in many ways. The regents will receive an update on how students, faculty, and staff at USM institutions and the USMO have been affected by and are responding to these issues.

Campus officials are managing these issues while providing an appropriately supportive environment for their students, faculty, and staff. Today, a panel, including Dr. Tim Chandler, Provost, Towson University; Dr. Linda Clement, Vice President for Student Affairs, UMCP; and Ms. Amy Ramirez, Director of the Office of International Services, UMB, will share the experiences of students, faculty, and staff at some of our institutions, address how university officials are managing these issues, and answer questions from the regents.

**ALTERNATIVE(S):** The overview and panel are information items. The Institutional Programs of Cultural Diversity Annual Progress Report is legislatively mandated and must be reviewed by the Board of Regents each year.

**FISCAL IMPACT:** The Overview and Panel are information items. Fiscal impact for the Institutional Programs of Cultural Diversity Annual Progress Report is a function of resource needs identified by each institution.

**CHANCELLOR'S RECOMMENDATION:** That the Committee on Education Policy and Student Life recommend that the Board of Regents approve the 2017 Institutional Programs of Cultural Diversity Annual Progress Report for submission to MHEC by September 1, 2017.

---

COMMITTEE ACTION: Approval

DATE: May 16, 2017

---

BOARD ACTION:

DATE:

---

SUBMITTED BY: Joann A. Boughman

301-445-1992

[jboughman@usmd.edu](mailto:jboughman@usmd.edu)

---



**UNIVERSITY SYSTEM**  
*of* **MARYLAND**

**ANNUAL PROGRESS REPORT:  
INSTITUTIONAL  
PROGRAMS OF CULTURAL DIVERSITY  
2016-2017**

*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 16, 2017**

## USM

### **Institutional Programs of Cultural Diversity Annual Progress Report, 2016-2017**

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. This 2016-2017 progress report provides a brief summary of institutional examples of the more detailed institutional progress reports shared with the regents and posted on the USM web site. In this report, UMCES presents its first diversity plan with goals and timeline, as the institution only recently received approval to grant degrees.

All USM 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. 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.

When examining demographic tables, it is clear that, overall, USM students, faculty, and staff are becoming more and more racially diverse. When compared to the baseline years of 2008-2009, USM institutions are enrolling and employing increasing numbers of people from traditionally underrepresented groups, which is a main focus of this report. However, the demographic tables of many institutions suggests that the USM must continue efforts to increase the numbers of underrepresented faculty who are tenured or on the tenure track. Institutions continue to work on creating a supportive and welcoming climate for the entire campus community. As summarized in the following tables, many of the programs associated with these efforts have resulted in positive outcomes, while other programs are being monitored to determine and adjusted to increase the degree to which they yield progress. Selected examples of those programs are detailed in the following tables.

We have again adjusted the format of the report, in an effort to better capture examples of the many initiatives underway at our institutions. Individual reports, however, more comprehensively describe the extensive work our institutions are undertaking to achieve their goals of diversity and inclusion.

**Institutional Programs of Cultural Diversity Annual Progress Report, 2016-2017**  
**Addendum**  
**System-Wide Demographic Tables**  
**~Students~**

<b>Race/Ethnicity</b>	<b>Baseline Year (08-09 or 09-10)</b>		<b>2016-2017</b>	
	<b>Number</b>	<b>Percentage</b>	<b>Number</b>	<b>Percentage</b>
<b>AfAm/Black</b>	39,608	26.3%	43,773	25.5%
<b>American Indian or Alaskan Native</b>	583	.38%	505	.29%
<b>Asian</b>	11,573	7.7%	14,286	8.3%
<b>Hispanic/Latino</b>	6,546	4.4%	13,848	8.1%
<b>White</b>	74,974	49.8%	75,848	44.2%
<b>Native Hawaiian/ Pacific Islander</b>	179	.12%	525	.31%
<b>Two or More Races</b>	686	.45%	6,804	3.9%
<b>Race Not Identify and/or International*</b>	16,323	10.8%	16,091	9.4%
<b>Total</b>	150,472		171,680	

*\*When/if international was listed by the institutions.*

*Ethnicity and race codes changed; some institutions did not collect data under these labels in the baseline years.!*

**Institutional Programs of Cultural Diversity Annual Progress Report, 2016-2017**  
**Addendum**  
**System-Wide Demographic Tables**  
**~Faculty~**

<b>Race/Ethnicity</b>	<b>Baseline Year (08-09 or 09-10)</b>		<b>2016-2017</b>	
	<b>Number</b>	<b>Percentage</b>	<b>Number</b>	<b>Percentage</b>
<b>AfAm/Black</b>	1,319	9.6%	1,774	12%
<b>American Indian or Alaskan Native</b>	37	.27%	46	.31%
<b>Asian</b>	1,294	9.4%	1,555	10.5%
<b>Hispanic/Latino</b>	288	2.1%	456	3.1%
<b>White</b>	8,835	64.3%	9,539	64.6%
<b>Native Hawaiian/ Pacific Islander</b>	0	0%	12	.08%
<b>Two or More Races</b>	0	0%	102	.7%
<b>Race Not Identify and/or International*</b>	1,964	14.3%	1,293	8.8%
<b>Total</b>	13,737		14,777	

*\*When/if international was listed by the institutions.  
Ethnicity and race codes changed; some institutions did not collect data under these labels in the baseline years.!*

**Institutional Programs of Cultural Diversity Annual Progress Report, 2016-2017**  
**Addendum**  
**System-Wide Demographic Tables**  
**~Staff~**

<b>Race/Ethnicity</b>	<b>Baseline Year (08-09 or 09-10)</b>		<b>2016-2017</b>	
	<b>Number</b>	<b>Percentage</b>	<b>Number</b>	<b>Percentage</b>
<b>AfAm/Black</b>	5,124	31.2%	8,046	40%
<b>American Indian or Alaskan Native</b>	44	.26%	28	.14%
<b>Asian</b>	991	6.0%	1,012	5.0%
<b>Hispanic/Latino</b>	603	3.7%	824	4.1%
<b>White</b>	9,080	55.3%	9,079	45%
<b>Native Hawaiian/ Pacific Islander</b>	9	.05%	24	.12%
<b>Two or More Races</b>	24	.15%	209	1.0%
<b>Race Not Identify and/or International*</b>	558	3.4%	935	4.6%
<b>Total</b>	16,433		20,157	

*\*When/if international was listed by the institutions.*

*Ethnicity and race codes changed; some institutions did not collect data under these labels in the baseline years.!*



## 2016-2017

### INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

---

The 2016-2017 Institutional Programs of Cultural Diversity Annual Progress Reports are summarized below. Detailed institutional reports with demographic data for 2016-2017 are appended to this summary.

Examples of institutional efforts are provided within the first section of this report summary to illustrate ongoing institutional goals, commitment to strengthening cultural awareness and interaction, and the recruitment, retention, and advancement of diverse students, faculty, and staff. It should be noted that the University of Maryland Center for Environmental Science (UMCES), having recently achieved degree-granting status, is submitting its Plan for Programs of Cultural Diversity for the first time with this 2016-2017 report.

#### Section I

Each institution provided a detailed report on its plan to improve cultural diversity as required by Education §11-406, that includes a list of major *Institutional Goals* and how they address the following guidelines:

- Efforts to increase the numerical representation of traditionally underrepresented groups among students, staff, and faculty.
- Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.
- The presence of a process for the reporting of hate-based crimes consistent with federal requirements.

For brevity, selected examples of *Institutional Goals* addressing each guideline are summarized in Tables (1-3) below for eleven institutions. UMCES'\* first diversity plan is also summarized. An example taken from an institution's full report for a given *Institutional Goal* is presented for each of the following: (a.) strategies for implementation, (b.) metrics to measure how progress is being evaluated, (c.) data and indicators of the degree to which progress is being made, and, (d) areas where continuous improvement is needed.



**Table 1: Reporting of Institutional Goal 1**

<b>Goal 1: Efforts to increase the numerical representation of traditionally underrepresented groups among students, staff, and faculty.</b>				
Timeline for meeting goal within the diversity plan: <i>Continuous</i> unless indicated otherwise				
Institution	a. Selected examples of implementation of initiatives and strategies designed to recruit and retain traditionally underrepresented students, faculty and staff	b. Selected examples of metrics used to measure how progress of an initiative is being evaluated	c. Selected examples of information used to demonstrate the degree to which progress is being made	d. Selected examples of areas where continuous improvement is needed
<b>BSU</b>	<i>Establish annual objectives and departmental action plans to increase number of new students from ethnically diverse groups</i>	<i>Increase ethnic diversity of new students by 1 % annually</i>	<i>Percent Non-African American FTFT: Fall 2015=15% - Fall 2016=11%</i>  <i>New Transfer: Fall 2015=18% - Fall 2016=13%</i>  <i>New Graduate Students: Fall 2015=32% - Fall 2016=25%</i>	<i>Royal &amp; Company, a division of EAB, was hired in spring 2016 to increase fall 2016 undergraduate applications</i>
<b>CSU</b>	<i>Increase students, faculty, and staff who are racially and ethnically underrepresented by 2% in each category by 2020</i>	<i>Cohort data on retention and graduation and efficiency as measured from qualitative and quantitative reports from units</i>	<i>Second year retention=61%</i>  <i>6<sup>th</sup> year graduation=17%</i>  <i>SASA participation=104</i>	<i>Sustainable funding for special initiative; growing enrollment in critical shortage areas</i>
<b>FSU</b>	<i>Enhance marketing and recruiting efforts targeting underrepresented students;  Attract and retain eminently qualified African American faculty</i>	<i>Degree of academic support for underrepresented students from Allegany, Garrett, Washington, and Frederick counties and Baltimore City; Enforce requirement that all faculty and staff search committees ensure minority outreach is a priority</i>	<i>Six-year grad rates decreased for all student cohorts (2009-2010)- 50% to 39% for African American, 50% to 40% all minorities, and 53% to 49% for FTFT</i>  <i>Minority faculty=11.4% of faculty; 4.11% African American tenured</i>	<i>Conduct qualitative analysis of reasons for university exit and utilize this information to develop and enhance recruitment and retention strategies</i>
<b>SU</b>	<i>Strengthen charge and resources of Cultural Diversity and Inclusion Consortium Committee to coordinate communication among faculty, students, and staff on diversity and inclusion issues by bringing leaders of constituent organizations together for dialogue</i>	<i>Number of meetings  Date of approval of revised Committee by-laws</i>	<i>Seven meetings in AY 2016-2017  Revised by-laws submitted to Consortium Coordinating Committee Spring 2017, which expands membership representation from shared governance bodies and student organization. Decision expected by end of AY 2016-2017</i>	<i>Continue to encourage members of shared governance and student groups to engage in the Cultural Diversity and Inclusion Consortium Committee</i>

<b>Institution</b>	<b>a. Selected examples of implementation of initiatives and strategies designed to recruit and retain traditionally underrepresented students, faculty and staff</b>	<b>b. Selected examples of metrics used to measure how progress of an initiative is being evaluated</b>	<b>c. Selected examples of information used to demonstrate the degree to which progress is being made</b>	<b>d. Selected examples of areas where continuous improvement is needed</b>
<b>TU</b>	<i>Support academic department chairs and members of search committees Monitor progress of faculty searches</i>	<i>Increased representation of URM's within tenure, tenure-track, and lecturer positions</i>	<i>Reports prepared by Institutional Research provide data highlighting representation within groupings</i>	<i>Check-ins with new faculty and exit interviews with those leaving</i>
<b>UB</b>	<i>Work collaboratively with Culture and Diversity Committee and various divisions to recruit and retain diverse students, faculty, and staff</i>	<i>Used strategic recommendation of 2016-2017 Middle States Self Study Report to re-envision process to review human capital policies, processes, and tools for performance management, leadership development, and search and recruitment process</i>	<i>Minority student enrollment grew from 28% to 33.5% between 2015 and 2016. Increase in FTFT African American male cohort 2009-2012 graduation rate from 3-6% to 11%. Minority staff up from 41.9% in 2015 to 46.8% in 2016</i>	<i>Results of climate survey and work of Culture and Diversity Committee are to be the foundation for the next iteration of UB's Diversity Plan</i>
<b>UMB</b>	<i>Created a Career Development Manager to provide current staff with career advancement counseling Create a community referral program aimed at qualified community members for UMB positions</i>	<i>Number of interviews granted to community members who meet qualifications for UMB positions</i>	<i>No data to report in year one of implementation</i>	<i>Needs assessment of program participants and identification of barriers that may impact meeting hiring qualifications/promotion/advancement</i>
<b>UMBC</b>	<i>Use Transfer Student Alliance(TSA) for students attending CCBC, AACC, MC, HC, and PGCC earning an AA and transferring to UMBC to complete baccalaureate</i>	<i>Number of program applicants Number accepted Number of scholarship recipients</i>	<i>TSA Applicants SP'16=230, SP'17=138; TSA Acceptances: SP'16=160, SP'17=83; TSA Scholarships: SP'16=25, SP'17=10</i>	<i>Expansion of program to other Maryland community colleges</i>
<b>UMCES*</b>	<i>Identify resources needed to train search committees to recruit and attract diverse applicants  Seek to partner with USM institutions to develop a combined MEES BS/MS program targeted for underrepresented minorities at the UG level who would not be able to financially consider going on to graduate school.</i>	<i>Number of search committees trained; diversity of applicant pool; diversity of applicants hired  Number of institutional partners  Increase in number of underrepresented undergraduates attracted to program offerings</i>	<i>Implementation of a new system to track and assess results of enhanced hiring practices  Completion of feasibility study</i>	<i>January 2018    March 2018</i>

<b>Institution</b>	<b>a. Selected examples of implementation of initiatives and strategies designed to recruit and retain traditionally underrepresented students, faculty and staff</b>	<b>b. Selected examples of metrics used to measure how progress of an initiative is being evaluated</b>	<b>c. Selected examples of information used to demonstrate the degree to which progress is being made</b>	<b>d. Selected examples of areas where continuous improvement is needed</b>
<b>UMCP</b>	<i>Support recruitment and retention of underrepresented staff and faculty through University Human Resources (UHR) Affirmative Action Program</i>	<i>UHR analyzes staff and faculty composition and employment transactions to identify problem areas and placement goals</i>	<i>UHR will analyze Prior Year Results (appointments, promotions, terminations) to measure progress</i>	<i>Enhanced affirmative action efforts will be made in identified placement areas throughout the hiring process</i>
<b>UMES</b>	<i>Establish agreement and MOUs with community colleges statewide to increase enrollment of traditionally underrepresented students  Offer certificate and graduate programs to increase enrollment of underrepresented students and hiring of underrepresented faculty</i>	<i>Number of agreements and MOUs signed  Number of certificate and graduate programs</i>	<i>9 new MOUs established  1 new graduate program was launched</i>	<i>Scholarships to support transfer students; better collaboration with community colleges  Funding to support launch of new programs</i>
<b>UMUC</b>	<i>Expand use of external marketing to reach previously underrepresented populations  Enhanced applicant tracking to collect veteran and disability status</i>	<i>Demographics of staff and faculty  Demographics of applicant pool</i>	<i>See UMUC data tables</i>	<i>Disability hiring;  Improved tracking of current veterans and individuals within the University</i>

• **Table 2: Reporting of Institutional Goal 2**

<b>Goal 2:</b> Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.				
Timeline for meeting goal within the diversity plan: <i>Continuous</i> unless indicated otherwise				
Institution	a. Selected examples of implementation of initiatives and strategies designed to create positive interactions and cultural awareness among students, faculty, and staff	b. Sample metrics used to measure how progress of an initiative is being evaluated	c. Selected examples of information used to demonstrate the degree to which progress is being made	d. Examples of areas where continuous improvement is needed
<b>BSU</b>	<i>Train academic department search committees on recruitment techniques to hire qualified and diverse full-time faculty</i>	<i>Number of full-time faculty hired are from diverse groups</i>	<i>Of the new faculty reporting race/ethnicity, 100% were African American and 56% were female</i>	
<b>CSU</b>	<i>Engage widespread assessment culture</i>	<i>Number of applicants in various hiring pools; review number and types of workshops on sexual harassment and others.</i>	<i>Number of students: 2,393 Number of faculty: 267 Number of staff: 377</i>	<i>Enrollment decline impacts sustainable funding</i>
<b>FSU</b>	<i>Establish institutional offices and organizations to help build intercultural understanding and broaden cultural awareness on campus by encouraging students, faculty, and staff to engage with cultures different from their own through co-curricular and professional development programs</i>	<i>Demographic data from implemented activities designed to reach out to racial identity groups and other marginalized student identity groups as well as those designed and implemented to engage students, faculty, and staff</i>	<i>Faculty and staff work with African Student Alliance, NAACP, HILLEL, Latin American Student Org; Fall 2016 85% increase in participation in National Coalition Building Institute Introduction to Diversity Workshop; Black Student Alliance Workshop: Building Community Through Deeper Connections</i>	<i>Seek funding to sustain activities led by Center for Student Diversity, Equity, and Inclusion</i>
<b>SU</b>	<i>Create curricular initiatives across disciplines and co-curricular programs that create and foster cultural interactions and awareness</i>	<i>Use of specialized accreditation reviews of curricular initiatives  Number of programs offered and participation rates for co-curricular efforts</i>	<i>Library has 11 databases relative to diverse populations  NCLEX pass rates for Nursing  44 diversity focused programs held in Residence Life</i>	<i>Ongoing monitoring of curricular and co-curricular efforts to strengthen offering well</i>

<b>Institution</b>	a. Selected examples of implementation of initiatives and strategies designed to create positive interactions and cultural awareness among students, faculty, and staff	b. Sample metrics used to measure how progress of an initiative is being evaluated	c. Selected examples of information used to demonstrate the degree to which progress is being made	d. Examples of areas where continuous improvement is needed
<b>TU</b>	<i>Appointed first VP for Inclusion and Institutional Equity charged to support design, promotion, and delivery of best practices on diversity, inclusion, and cultural competency</i>	<i>Increases in retention and graduation especially with Towson Opportunity in STEM (TOPS) students who, from 2008-2015, had higher GPAs and were more likely to retain STEM as a major than their non-TOPS peers</i>  <i>Maintain existing URM presence in tenure track and tenured ranks</i>	<i>Reports from Institutional Research highlight URMs across tenure track and tenure ranks</i>	<i>Improved funding is necessary to increase number of student participating in TOPS</i>
<b>UB</b>	<i>Provide Title IX, sexual misconduct online training for all students faculty and staff</i>	<i>Students, faculty, and staff completion of mandatory training</i>  <i>2016 National Survey of Student Engagement, 2016 university-wide climate survey of students, faculty, and staff</i>	<i>93% of faculty and staff completed training by 4/7/17</i>  <i>1,987 students of the 2,255 students registered for training completed it as of 3/2/17</i>	<i>Continuous enforcement of training requirements through registration holds and messaging</i>
<b>UMB</b>	<i>Formed a Community of Practice work group aimed at identifying all of the individuals on campus currently facilitating training related to diversity, cultural competence, and inclusion</i>	<i>Sharing and cross-training of various evidence-based approaches to teaching diversity, inclusion, and cultural competence</i>	<i>No data as initiative is in year one of implementation</i>	<i>Communication of the various existing training sessions across campus</i>
<b>UMBC</b>	<i>Help instructors make their classrooms welcoming to all students</i>	<i>Design online resources and a workshop to help make classrooms welcoming and provide instructors with tools for handling difficult conversation</i>	<i>Faculty Development Center added resources to webpage on teaching in diverse classroom Jan. 2017</i>	<i>Continue tailoring resources and workshops based on needs of our faculty and students</i>

<b>Institution</b>	a. Selected examples of implementation of initiatives and strategies designed to create positive interactions and cultural awareness among students, faculty, and staff	b. Sample metrics used to measure how progress of an initiative is being evaluated	c. Selected examples of information used to demonstrate the degree to which progress is being made	d. Examples of areas where continuous improvement is needed
<b>UMCES*</b>	<p><i>Develop and implement annual reporting to campus community on state of cultural diversity effort</i></p> <p><i>Assess how and if Marine Estuarine Environmental Science (MEES) program course are meeting general education goals</i></p>	<p><i>Develop and conduct campus climate survey to establish baseline for assessment</i></p> <p><i>Demonstration of abilities to relate and work effectively with diverse groups of people</i></p> <p><i>Degree of tolerance and respect for diverse groups and disposition toward responsible citizenship</i></p>	<p><i>Results of campus climate survey</i></p> <p><i>Results of assessment of degree to which general education goals are being met</i></p>	<p><i>April 2018</i></p>
<b>UMCP</b>	<p><i>Office of Civil Rights and Sexual Misconduct requires online training for students, faculty, and staff on Title IX/sexual misconduct and nondiscrimination</i></p> <p><i>In-person version and translation provided for non-computer-based and limited English-speaking staff includes outreach and awareness programs, including presentations and presence at campus-wide events</i></p>	<p><i>Training completion rates</i></p> <p><i>Number of presentations and outreach events provided</i></p>	<p><i>2016-2017 Online Training Completion:</i></p> <p><i>Undergrads: 8,025 (91%)</i></p> <p><i>Grads: 2,287 (81%)</i></p> <p><i>Faculty: 285 (52%)</i></p> <p><i>Supervisory Staff: 28 (93%)</i></p> <p><i>Non-Supervisory: 628 (63%)</i></p> <p><i>In-Person Staff Training Completion: 610</i></p>	<p><i>Improve training completion rates, particularly among faculty and non-supervisory staff</i></p> <p><i>Continue to increase awareness of nondiscrimination policies through outreach</i></p>
<b>UMES</b>	<p><i>Promote cultural diversity in classroom in the Engineering Seminar class for seniors by encouraging students to incorporate cultural awareness in their engineering design</i></p>	<p><i>The number of engineering courses defined to assessment of cultural diversity</i></p>		<p><i>Continue to develop curriculum to promote cultural diversity and awareness in the classroom</i></p>

Institution	a. Selected examples of implementation of initiatives and strategies designed to create positive interactions and cultural awareness among students, faculty, and staff	b. Sample metrics used to measure how progress of an initiative is being evaluated	c. Selected examples of information used to demonstrate the degree to which progress is being made	d. Examples of areas where continuous improvement is needed
UMUC	<i>Students, faculty, and staff complete online training modules related to harassment prevention, Title IX and EEO</i>	<i>Number of participants in online modules; number of new hires who have received briefing from Diversity and Equity Team</i>	<i>514 participants in online modules 262 new staff hires</i>	<i>Expand online training options to reach students that are located across the globe</i>

- **Reporting of Institutional Goal 3**

Efforts and process for the reporting of hate-based crimes consistent with federal requirements

Timeline for meeting goal within the diversity plan: *Continuous* unless indicated otherwise

*Each institution has a process for the reporting of hate-based crimes consistent with federal requirements. Although not required by statute, within individual reports, some institutions noted their efforts to increase the campus community’s understanding of and comfort with reporting hate-based crimes and their work towards goals such as exploring civility education and fostering a campus climate that respects diversity.*