

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 1st 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



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~

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

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

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

Goal 1: Efforts to increase the numerical representation of traditionally underrepresented groups among students, staff, and faculty. 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
BSU	<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>	Percent Non-African American FTFT: Fall 2015=15% - Fall 2016=11% New Transfer: Fall 2015=18% - Fall 2016=13% New Graduate Students: Fall 2015=32% - Fall 2016=25%	<i>Royal & Company, a division of EAB, was hired in spring 2016 to increase fall 2016 undergraduate applications</i>
CSU	<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>	Second year retention=61% 6 th year graduation=17% SASA participation=104	<i>Sustainable funding for special initiative; growing enrollment in critical shortage areas</i>
FSU	<i>Enhance marketing and recruiting efforts targeting underrepresented students;</i> <i>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;</i> <i>Enforce requirement that all faculty and staff search committees ensure minority outreach is a priority</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 Minority faculty=11.4% of faculty; 4.11% African American tenured	<i>Conduct qualitative analysis of reasons for university exit and utilize this information to develop and enhance recruitment and retention strategies</i>
SU	<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</i> <i>Date of approval of revised Committee by-laws</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>Continue to encourage members of shared governance and student groups to engage in the Cultural Diversity and Inclusion Consortium Committee</i>

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
TU	<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>
UB	<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>
UMB	<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>
UMBC	<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>
UMCES*	<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>

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
UMCP	<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>
UMES	<i>Establish agreement and MOUs with community colleges statewide to increase enrollment of traditionally underrepresented students</i> <i>Offer certificate and graduate programs to increase enrollment of underrepresented students and hiring of underrepresented faculty</i>	<i>Number of agreements and MOUs signed</i> <i>Number of certificate and graduate programs</i>	<i>9 new MOUs established</i> <i>1 new graduate program was launched</i>	<i>Scholarships to support transfer students; better collaboration with community colleges</i> <i>Funding to support launch of new programs</i>
UMUC	<i>Expand use of external marketing to reach previously underrepresented populations</i> <i>Enhanced applicant tracking to collect veteran and disability status</i>	<i>Demographics of staff and faculty</i> <i>Demographics of applicant pool</i>	<i>See UMUC data tables</i>	<i>Disability hiring;</i> <i>Improved tracking of current veterans and individuals within the University</i>

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

Goal 2: 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
BSU	<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>	
CSU	<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</i> <i>Number of faculty: 267</i> <i>Number of staff: 377</i>	<i>Enrollment decline impacts sustainable funding</i>
FSU	<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>
SU	<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</i> <i>Number of programs offered and participation rates for co-curricular efforts</i>	<i>Library has 11 databases relative to diverse populations</i> <i>NCLEX pass rates for Nursing</i> <i>44 diversity focused programs held in Residence Life</i>	<i>Ongoing monitoring of curricular and co-curricular efforts to strengthen offering well</i>

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
TU	<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 URM's across tenure track and tenure ranks</i>	<i>Improved funding is necessary to increase number of student participating in TOPS</i>
UB	<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>
UMB	<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>
UMBC	<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>

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
UMCES*	<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>
UMCP	<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>
UMES	<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.

BOWIE STATE UNIVERSITY

Bowie State University
2016-2017 Cultural Diversity Report

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 students, 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.

Section 1.

Approach to Cultural Diversity

The University's Strategic Plan and the annual planning process provide the framework for promoting cultural diversity across the campus. Strategic Plan, Goal 2 focuses on student recruitment, access and retention. In addition, the Strategic Plan articulates the core values of the University: Excellence, Civility, Integrity, Diversity, and Accountability. Our core value of Diversity is defined as *"an awareness of and sensitivity to differences, including race, gender, ethnicity, national origin, political persuasion, culture, sexual orientation, religion, age, and disability."* As an HBI, the Bowie State community believed it was important to adopt a definition that went beyond race and ethnicity to include the numerous other characteristics that bring richness to our campus community. The 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.

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. The overarching goals and metrics for cultural diversity are described in detail in tables that follow.

Implementation

Core Value – Diversity – Overarching Indicators:

Percentage of faculty and staff agreeing that BSU values diversity in the workplace – 82% (2012) TBD (2017)

Noel Levitz Student Satisfaction Inventory Diversity questions (7pt scale) – 4.64 (2012), 4.88 (2015)

Bowie State University
2016-2017 Cultural Diversity Report

Goal 1: Recruit, retain and graduate a diverse student body (Academic Affairs)			
Timeline for meeting goal within the diversity plan: Continuous			
Detail all Implementation Initiatives for this goal.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
Increase the number of new students from diverse ethnic groups.	Increase new student ethnic diversity by 1 percent annually.	% non-African-American First-time UNG Fall 2015 15%; Fall 2016 11% New Transfer UNG Fall 2015 18%; Fall 2016 13% New Graduate Students Fall 2015 32%, 25%	Royall & Company, a division of EAB was hired in spring 2016 to increase fall 2016 undergraduate applications. The target pool has been adjusted to increase non-African-American applicants.
Monitor retention and progression rates of all students as described in the USM Closing the Achievement Gap Report and the MHEC Access and Success Report	Overarching measures: Second year retention rates Six-year graduation rates Progression rates	First-time Students 2 nd Year Ret - Fall 2014/fall 15 – 71%/76% 6 Year Grad - Fall 2009/fall 2010 – 33%/41% Progress to Soph Status in 1 year Fall 14/Fall 15- 16%/23% Transfer Students (Fall) 2 nd Year Ret - Fall 2014/fall 15 – 74%/73% 5 Year Grad - Fall 2010/fall 2011 – 50%/55% Progress rate to Jr status in 1 year Fall 14/Fall 15- 58%/58%	Initiatives outlined in the reports are annually evaluated and adjusted to continue supporting student success.

Goal 2: Recruit, hire and retain faculty, staff and administrators from diverse backgrounds (Administration and Finance and Executive Vice President and General Counsel)			
Timeline for meeting goal within the diversity plan: Continuous			
Detail all Implementation Initiatives for this goal.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
Maintain compliance with the university's Affirmative Action Plan	Tracking over time the number of minorities and females by classification.	The May 2016 Affirmative Action Plan stated that the university had 548 employees, including 448 minorities and 306 females. There was no need to set placement goals at this time for any classification.	Not applicable
Provide training to new and continuing employees to ensure compliance with EEO, Title IX, ADA and other regulations	Number of employees trained.	The Title IX office administered two online trainings to all full-time employees on sexual harassment and discrimination and sexual violence. The compliance rate exceeded 76 percent for these trainings. In person training was also provided in units.	Continuing regular training programs.
Train academic department search committees on recruitment techniques to hire qualified and diverse full-time faculty.	Number of new full-time faculty that are from diverse groups	Of the new faculty reporting race/ethnicity, 100% were African American and 56% were female.	Not applicable

Bowie State University
2016-2017 Cultural Diversity Report

Goal 3: Infuse international and diversity awareness in the curriculum (Academic Affairs)			
Timeline for meeting goal within the diversity plan: Continuous			
Detail all Implementation Initiatives for this goal.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
Infuse diversity awareness into curriculum of selected programs	Counseling, Education, Nursing, Psychology and Social Work include courses in cultural awareness and diversity		Not applicable
Encourage participation in the China Study Abroad Program	Number of students participating in the China Study Abroad program	Over 30 students have participated in the program to date.	Expansion of study abroad opportunities.

Goal 4: Expand co-curricular programs that promote diversity awareness (Student Affairs)			
Timeline for meeting goal within the diversity plan: Continuous			
Detail all Implementation Initiatives for this goal.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
Continue Black History Month lectures, performances, and other activities	Participation in activities.	Added Black Arts Matter showcasing talent emphasizing African-American history through fine and performing arts	Not applicable
Continue activities related to International Women's Day	Participation in activities		Not applicable
Continue to support student organizations that promote cultural diversity	Student participation in events	Data kept by student group	
Continue student leadership development program	Student participation	Evaluation data reviewed annually for continuous improvement	
Respond to current events by promoting a welcoming campus environment	Multiple programs to discuss cultural differences between Africans and African-Americans; panel discussions on the HBCU Coalition lawsuit; multiple sessions about Black Lives Matter		

Bowie State University
2016-2017 Cultural Diversity Report

Goal 5: Maintain a campus climate that respects and values diversity (Cabinet)			
Timeline for meeting goal within the diversity plan: Continuous			
Detail all Implementation Initiatives for this goal.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
Clery Act compliance	Reporting of various crimes by category	https://www.bowiestate.edu/files/resources/clery-2015-2016-final-report.pdf	The report is annually evaluated and adjusted to continue a campus climate that respects diversity.
Equity Compliance Office	Number and type of investigations	http://www.bowiestate.edu/about/admin-and-governance/adminfin/human-resources/equal-employment-opportunity/	The report is annually evaluated and adjusted to continue a campus climate that respects diversity.
Support units providing programming to support a welcoming campus climate	Programs offered by 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.		
Continue diversity training programs	Employee attendance	HR offered multiple face to face training session as well as highlighted SkillSoft elearning materials focusing on various aspects of workplace diversity	Continuing regular training programs.

Bowie State University

2016-2017 Cultural Diversity Report

Section II: Demographic Data

Students

	Baseline: 2008-2009				2014-2015				2015-2016				2016-2017			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	4835	88%	1696	3139	4751	83%	1752	2999	4432	82%	1641	2791	4713	83%	1745	2968
American Indian or Alaska Native	17	0%	4	13	6	0%	4	2	5	0%	2	3	4	0%	1	3
Asian	91	2%	26	65	81	1%	29	52	75	1%	30	45	67	1%	32	35
Hispanic/Latino	95	2%	34	61	147	3%	53	94	155	3%	57	98	177	3%	54	123
White	266	5%	80	186	201	4%	56	145	199	4%	50	149	161	3%	42	119
Native American or other Pacific Islander	0	0%	0	0	9	0%	0	9	8	0%	0	8	7	0%	0	7
Two or more races	0	0%	0	0	168	3%	48	120	184	3%	135	126	227	4%	73	154
Unknown/Foreign	179	3%	70	109	332	6%	168	164	372	7%	101	194	313	6%	146	167
Total	5483	100%	1910	3573	5695	100%	2110	3585	5430	100%	2016	3414	5669	100%	2093	3576

Source: EIS

Full-time Instructional Faculty

	Baseline: 2008-2009				2014-2015				2015-2016				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	147	67%	69	78	161	72%	74	87	154	70%	67	87	141	64%	58	83
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	13	6%	7	6	13	6%	9	4	11	5%	6	5
Hispanic/Latino	12	5%	9	3	10	4%	6	4	10	5%	6	4	12	5%	6	6
White	45	21%	29	15	35	16%	22	13	34	15%	22	12	33	15%	21	12
Native American or other Pacific Islander	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0
Two or more races	0	0%	0	0	1	0%	0	1	1	0%	0	1	1	0%	0	1
Unknown/Foreign	7	3%	1	6	5	2%	4	1	8	4%	4	4	22	10%	10	12
Total	219	100%	112	106	225	100%	113	112	220	100%	108	112	220	100%	101	119

Source: EDS

Full-time Staff

	Baseline: 2008-2009				2014-2015				2015-2016				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	268	80%	111	157	294	79%	115	179	296	79%	114	182	280	75%	104	176
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	9	2%	3	6	9	2%	2	7	7	2%	2	5
Hispanic/Latino	7	2%	2	5	5	1%	3	2	6	2%	3	3	4	1%	3	1
White	28	8%	11	17	44	12%	17	27	44	12%	18	26	34	9%	12	22
Native American or other Pacific Islander	0	0%	0	0	0	0%	0	0	1	0%	0	1	0	0%	0	0
Two or more races	0	0%	0	0	1	0%	0	1	3	1%	0	3	3	1%	0	3
Unknown/Foreign	23	7%	7	16	17	5%	9	8	15	4%	8	7	44	12%	21	23
Total	336	100%	139	197	370	100%	147	223	374	100%	145	229	372	100%	142	230

Source: EDS

COPPIN STATE UNIVERSITY

Coppin State University

2016-2017

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

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.

SECTION I: INSTITUTIONAL PLAN GOAL NARRATIVE

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 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.

Goal 1: Increase the diversity and numerical representation of students, staff, and faculty who are traditionally underrepresented by 2020 by 2% for each category.

Selected Strategies:

Increase College Completion Rates by focusing 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 and aid programs, and finally, providing specific enrollment cohorts with customized and timely counseling and advisement.

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.

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.

Goal 2: Increase the number and type of cultural interactions among students, staff, and faculty by five (5) interactive events by 2020.

Selected Strategies:

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. Members of the community and other constituent groups provide opportunities for learning about different cultures, and their needs within the community. The expansion of online and distance education opportunities to a largely non-traditional population of students will not only increase the number of diverse students, but expand opportunities for interaction online and in hybrid formats.

Increase the number and type of cultural literacy programming in the curriculum and events on campus.

Each year, the campus hosts several events such as the Martin Luther King, Jr. Day events, the Cultural Marketplace, where students, faculty, and staff, promote one another's businesses and other vendors that supply cultural foods, clothing, jewelry, books, and other items. Also, cultural awareness is placed into the curriculum through the series of Brown bag seminars open to the campus and discussed within courses such as speech and all freshmen seminars.

Goal 3: Increase the number and type of outlets for reporting hate-based crimes for students, staff, and faculty by five (3) by 2020.

COPPIN STATE HAS A PROCESS FOR REPORTING HATE CRIMES

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. Reporting on Institutional Goal 1

Goal 1: Increase the diversity and numerical representation of students, staff, and faculty who are traditionally underrepresented by 2020 by 2% for each category.			
STRATEGIES	MEASURES	DATA	CONCERNS
1. Continue Support of bridge programs, the First-Year Experience and other similar programs 2. Course redesign, financial literacy, 3. Ensure academic programs are meeting workforce demands. 4. Use technology to improve administrative Functions in Fin. Aid., Student Accounts, and fundraising initiatives.	- Cohort data on retention rates; graduation rates, data on attendees in SASA, Our House - # of STEM, Nursing, and Technology majors and graduates, Impact on Maryland's Workforce - Efficiency as measured from evaluative/qualitative reports from the units	2 nd Yr. Retention-61% 6 th Yr. Grad-17% SASA Participants=104 -No. of degrees awarded by area: 541 Total number of reduced audit findings; Fall enrollment; application yields; No. of online courses and faculty teaching online	Whether funding for special initiatives can be sustained - Growing enrollment in critical shortage areas. - Ability and timeliness to regularly upgrade PeopleSoft system.

Table 2. Reporting on Institutional Goal 2

Goal 2: Increase the number and type of cultural interactions among students, staff, and faculty by five (5) interactive events by 2020.			
STRATEGIES	MEASURES	DATA	CONCERNS
1. Increase service learning opportunities 2. Engage widespread assessment culture 3. Improve hiring practices for students, faculty, and staff.	Cohort data on retention rates; graduation rates - No of applicants in various hiring pools; review no. and type of workshops on sexual harassment and others.	2 nd Yr. Retention-61% 6 th Yr. Grad-17% Assessment data on Comm. Eng. Activities No of Students:2,939 No of Faculty:267 No of staff:377	Whether funding for special initiatives can be sustained; enrollment had a small decline over the previous year.

TABLE 3. Reporting on Institutional Goal 3

<i>Goal 3: Increase the number and type of outlets for reporting hate-based crimes for students, staff, and faculty by five (2) by 2020.</i>			
STRATEGIES	MEASURES	DATA	CONCERNS
1. Use campus technology to facilitate broad reporting 2. Enhance the number of workshops on campus for students, faculty, and staff.	1. Ensure posting of process and procedures on the CSU website 2. Ensure Student Affairs and HR continues hosting sessions and information on reporting 3. Ensure during freshmen orientation students are informed	-Number of participants in each of the sessions: 40-65 -decrease in hate crimes – 0 reported	We have had no hate crimes reported

SECTION II. DEMOGRAPHIC DATA – (SEE APPENDICES)

TABLE 1: Faculty Comparisons																
	Baseline: 2008-2009				2014-2015				2015-2016				2016-2017			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	241	80%	91	150	208	76%	83	125	191	74%	70	121	204	76.4%	79	125
American Indian or Alaska Native	0	0%	0	0	0	0%	0	1	1	0.4%	0	1	1	0.4%	0	1
Asian	13	4%	10	3	12	4%	9	3	14	5%	11	3	13	4.9%	9	4
Hispanic/Latino	1	0%	0	1	2	1%	1	1	3	1%	1	2	2	0.7%	1	1
White	37	12%	27	10	38	14%	27	11	38	15%	26	12	38	14.2%	27	11
Native American or other Pacific Islander	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	5	2%	3	2	1	0.4%	0	1	1	0.4%	0	1
Foreign		0%	0	0	0	0%			9	4%	7	2	8	3.0%	6	2
Did not self- identify	9	3%	4	5	8	3%	6	2	0	0%	0	0	0	0.0%	0	0
Total	301	100%	132	169	274	100%	129	145	257	100%	115	142	267	100%	122	145

TABLE 2: Staff Comparisons																
	Baseline: 2008-2009				2014-2015				2015-2016				2016-2017			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	410	92	148	262	356	88	132	224	299	87%	119	180	325	86.2%	125	200
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0%	0	0	0	0.0%	0	0
Asian	13	3	9	4	11	3	7	4	11	3%	7	4	12	3.2%	8	4
Hispanic/Latino	2	0	1	1	4	1	2	2	2	1%	1	1	4	1.1%	2	2
White	20	4	12	8	26	6	19	7	30	9%	22	8	33	8.8%	26	7
Native American or other Pacific Islander	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	4	1	2	2	1	0%	0	1	1	0.3%	0	1
Foreign									1	0%	1	0	2	0.5%	2	0
Did not self- identify	2	0	0	2	1	0	1	0	0	0%	0	0	0	0.0%	0	0
Total	447	100	170	277	404	100	165	239	344	100%	150	194	377	100%	163	214

TABLE 3: Student Comparisons

	Baseline: 2008-2009				2014-2015				2015-2016				2016-2017			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	34	86	722	2751	2862	91%	768	2094	2666	86%	653	2013	2519	85.7%	562	1957
American Indian or Alaska Native	4	0	2	2	3	0%	1	2	2	0%	1	1	3	0.1%	1	2
Asian	10	0	0	10	20	1%	5	15	11	0%	1	10	21	0.7%	7	14
Hispanic/Latino	17	0	8	9	26	1%	5	15	70	2%	24	46	71	2.4%	25	46
White	90	2	25	65	59	2%	21	38	57	2%	21	36	57	1.9%	25	32
Native American or other Pacific Islander	0	0	0	0	0	0%	0	0	0	0%	0	0	1	0.0%	1	0
Two or more races	0	0	0	0	68	2%	22	46	37	1%	10	27	36	1.2%	11	25
Foreign									197	6%	72	125	175	6.0%	59	116
Did not self- identify	45	11	139	318	95	3%	25	70	68	2%	18	50	56	1.9%	8	48
Total	40	100	896	3155	3133	100%	852	2281	3108	100%	800	2308	2939	100%	699	2240

FROSTBURG STATE UNIVERSITY

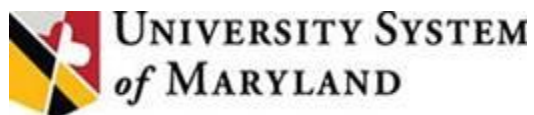


One University. A World of Experiences.

CULTURAL DIVERSITY PROGRAM ANNUAL PROGRESS REPORT

PREPARED BY THE OFFICE OF THE PROVOST
April 2017

Submitted to



2016-2017

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

FROSTBURG STATE UNIVERSITY

ANNUAL PROGRESS REPORT ON INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY

2016 – 2017

This report follows the University System of Maryland (USM) guidelines for the 2016-2017 Annual Progress Report on Institutional Programs of Cultural Diversity, and it is organized in the following two sections.

SECTION I

- **Institutional Plan and Goals** Page 1
Provides a summary narrative of Frostburg State University's (FSU) Institutional Goals to improve cultural diversity as required by Education §11-406, and their alignment with USM/MHEC guidelines.
- **Implementation** Pages 1 - 7
Stipulates initiatives for meeting FSU's Institutional Diversity Goals, along with implementation strategies and indicators of success to demonstrate progress.

SECTION II

- **Institutional Demographic Data** Pages 8 – 10
Provides associated comparative demographic data for the academic years of 2014-2015, 2015-2016, and 2016-2017 with that of 2009-2010. These data outlines FSU's significant progress over the last eight years towards achieving its Institutional Diversity Goals. The data is presented in Tables 4 -6, for students, faculty, and staff, respectively.

SECTION I

INSTITUTIONAL PLAN AND GOALS

Frostburg State University (FSU) continues to implement and evaluate strategies and initiatives according to their contributions to the following five *Diversity Goals* established in its 2008 Cultural Diversity Program.

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's *Diversity Goals* address the three guidelines required by USM/MHEC, as demonstrated in Tables 1-3.

IMPLEMENTATION

Tables 1-3 describe the implementation of initiatives, strategies, and best practices designed to address each of the three guidelines required by USM/MHEC through the five Institutional Diversity Goals.

- **Table 1:** *Efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty: FSU's Diversity Goals 1-3.*
- **Table 2:** *Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus: FSU's Diversity Goals 4-5.*
- **Table 3:** *Efforts and process for the reporting of hate-based crimes consistent with federal requirements.*

Table 1

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

FSU's Diversity Goal 1: Recruit and Enroll a Growing Number of Undergraduate Minority and First Generation Students The minority student population at Frostburg represented 44% of its overall undergraduate population in the fall of 2016. Additionally, the number of undergraduate minority students enrolled at the University has increased 59.1%, from 1,345 minority undergraduates in fall 2009 to 2,140 in fall 2016 (see Table 4 in Section II). African American student headcount has grown by 36% over the last six years, from 1,127 in fall 2009 to 1,533 in fall 2016.																																																														
Detail all Implementation Initiatives and Strategies designed to recruit traditionally underrepresented students.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed																																																											
Enhance marketing and recruitment efforts that target underrepresented students	Purchase of names from minority populations from the pool of students who take the PSAT in their junior year of high school.	<p>Student Search Services Comparison data (in table below) shows that minorities represented 26.8% of the total names purchased for the fall 2009 entering freshman class, as compared to 31.4% for the fall 2016 class.</p> <table> <tr> <th rowspan="2">Race/ Ethnicity</th><th colspan="2">Fall 2009 Entering Class</th><th colspan="2">Fall 2016 Entering Class</th></tr> <tr> <th>N</th><th>%</th><th>N</th><th>%</th></tr> <tr> <td>Unknown</td><td>1,559</td><td>3.9%</td><td>2,557</td><td>4.8%</td></tr> <tr> <td>African American/Black</td><td>5,292</td><td>13.2%</td><td>7,440</td><td>14.1%</td></tr> <tr> <td>Amer Ind or Alaska Nat</td><td>167</td><td>0.4%</td><td>252</td><td>0.5%</td></tr> <tr> <td>Asian</td><td>3,423</td><td>8.6%</td><td>5,269</td><td>10.0%</td></tr> <tr> <td>Hispanic/Latino</td><td>1,843</td><td>4.6%</td><td>3,571</td><td>6.8%</td></tr> <tr> <td>White</td><td>27,671</td><td>69.3%</td><td>33,653</td><td>63.8%</td></tr> <tr> <td>All</td><td>39,955</td><td>100.0%</td><td>52,742</td><td>100.0%</td></tr> </table> <p><i>Data Source: PeopleSoft Queries F09;orig SSS file ,F16</i></p>	Race/ Ethnicity	Fall 2009 Entering Class		Fall 2016 Entering Class		N	%	N	%	Unknown	1,559	3.9%	2,557	4.8%	African American/Black	5,292	13.2%	7,440	14.1%	Amer Ind or Alaska Nat	167	0.4%	252	0.5%	Asian	3,423	8.6%	5,269	10.0%	Hispanic/Latino	1,843	4.6%	3,571	6.8%	White	27,671	69.3%	33,653	63.8%	All	39,955	100.0%	52,742	100.0%	Continue to investigate other avenues of “prospect” and “inquiry names” to ensure that the makeup and size of the freshmen class meets the university’s goals.															
Race/ Ethnicity	Fall 2009 Entering Class			Fall 2016 Entering Class																																																										
	N	%	N	%																																																										
Unknown	1,559	3.9%	2,557	4.8%																																																										
African American/Black	5,292	13.2%	7,440	14.1%																																																										
Amer Ind or Alaska Nat	167	0.4%	252	0.5%																																																										
Asian	3,423	8.6%	5,269	10.0%																																																										
Hispanic/Latino	1,843	4.6%	3,571	6.8%																																																										
White	27,671	69.3%	33,653	63.8%																																																										
All	39,955	100.0%	52,742	100.0%																																																										
Familiarize select high school students, teachers, and administrators with FSU’s programs and services	Monitor number of bus trips with minority attendees. Monitor minority student attendance at admitted student receptions.	The Office of Admissions hosted approximately 401 prospective high school students during 14 different bus trips to FSU from primarily minority high schools. Additionally, 57.6% of prospective fall 2016 students attending the “admitted student receptions” sponsored by the Admissions Office were minorities (57 of 99 students).	Seek out new communication strategies to increase knowledge of counselors in minority markets.																																																											
Enhance and promote college-readiness programs	Programs to prepare underrepresented students for postsecondary education at FSU. Additional academic support for underrepresented high school students from Allegany, Garrett, Washington, and Frederick counties and Baltimore City.	Over the last five years, the grant-based <i>TRiO Upward Bound Program</i> has served 156 participants, and 18.6% of these self-identified as minorities. The FSU’s <i>Upward Bound Regional Math/Science Center</i> provided additional academic support for underrepresented high school students. An average of 59% of program participants (86 of 145) over five years self-identified as minorities. Of the 70 participants who graduated from high school during the past five years, 45 (64%) were minorities, and 36 of these 45 (80%) initially enrolled in college.	Investigate additional methods to ensure the makeup and size of the transfer student class meets the university’s goals.																																																											
Increase the number of underrepresented students transferring from community colleges	Commit resources toward admitting more students who transfer to FSU from Maryland community colleges.	<p>An increasing number of transfer students are from minority groups. Transfer Students by Race/Ethnicity data (in table below) shows that new minority transfer students represented 16.3% of the new transfer student population in fall 2009 compared to 30.5% in fall 2016.</p> <table> <tr> <th rowspan="2">Race/Ethnicity</th><th colspan="2">Fall 2009</th><th colspan="2">Fall 2016</th></tr> <tr> <th>N</th><th>%</th><th>N</th><th>%</th></tr> <tr> <td>Unknown</td><td>7</td><td>1.7%</td><td>8</td><td>1.5%</td></tr> <tr> <td>African American/Black</td><td>56</td><td>13.5%</td><td>115</td><td>22.4%</td></tr> <tr> <td>Amer Ind or Alaska Nat</td><td>3</td><td>0.7%</td><td>.</td><td>.</td></tr> <tr> <td>Asian</td><td>2</td><td>0.5%</td><td>9</td><td>1.8%</td></tr> <tr> <td>Hisp/Latino</td><td>7</td><td>1.7%</td><td>23</td><td>4.5%</td></tr> <tr> <td>White</td><td>311</td><td>74.8%</td><td>313</td><td>60.9%</td></tr> <tr> <td>Other</td><td>30</td><td>7.2%</td><td>36</td><td>7.0%</td></tr> <tr> <td>Hawaiian</td><td>.</td><td>.</td><td>.</td><td>.</td></tr> <tr> <td>Two or More Races</td><td>.</td><td>.</td><td>10</td><td>1.9%</td></tr> <tr> <td>All</td><td>416</td><td>100.0%</td><td>514</td><td>100.0%</td></tr> </table> <p><i>Data Source: Enrollment Information System file (EIS)</i></p>	Race/Ethnicity	Fall 2009		Fall 2016		N	%	N	%	Unknown	7	1.7%	8	1.5%	African American/Black	56	13.5%	115	22.4%	Amer Ind or Alaska Nat	3	0.7%	.	.	Asian	2	0.5%	9	1.8%	Hisp/Latino	7	1.7%	23	4.5%	White	311	74.8%	313	60.9%	Other	30	7.2%	36	7.0%	Hawaiian	Two or More Races	.	.	10	1.9%	All	416	100.0%	514	100.0%	
Race/Ethnicity	Fall 2009			Fall 2016																																																										
	N	%	N	%																																																										
Unknown	7	1.7%	8	1.5%																																																										
African American/Black	56	13.5%	115	22.4%																																																										
Amer Ind or Alaska Nat	3	0.7%	.	.																																																										
Asian	2	0.5%	9	1.8%																																																										
Hisp/Latino	7	1.7%	23	4.5%																																																										
White	311	74.8%	313	60.9%																																																										
Other	30	7.2%	36	7.0%																																																										
Hawaiian																																																										
Two or More Races	.	.	10	1.9%																																																										
All	416	100.0%	514	100.0%																																																										

FSU's Diversity Goal 2: Increase the Retention and Graduation Rates of Undergraduate Minority and First Generation Students			
Detail all Implementation Initiatives and Strategies designed to retain traditionally underrepresented students.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
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.	<p>Continue programs to enhance student success: Academic Success Network (ASN); Freshman Progress Survey; TRiO Student Support Services (SSS); Academic Enrichment Series; Beacon Early-Alert system; and Tutoring Center Services.</p> <p>Implement new programs to enhance student success: Expanding the Academic Success Network Scope; and Predictive Analytics (PAR) and HelioCampus.</p>	<p>Second-year retention and six-year graduation data generated the following indicators of progress:</p> <p>For the fall 2015 cohort of first-time, full-time students, FSU's second-year retention rates for African American students (78%) and minorities (77%) exceeded or equaled that of the total student population (77%).</p> <p>The retention rates decreased from 83% (cohort fall 2014) to 78% (cohort fall 2015) for African Americans and from 80% (cohort fall 2014) to 77% (cohort fall 2015) for all minorities.</p> <p>The retention rate for all first-time, full-time students remained unchanged at 77% for both the 2014 and 2015 cohorts.</p> <p>Six-year graduation rates decreased over the reporting period for all student groups (cohort year 2009 to cohort year 2010): from 50% to 39% for African American students, from 50% to 40% for all minorities, and from 53% to 49% for all first-time, full-time students.</p>	Explore possible reasons for the lower persistence rates, particularly for the minority student population, and devise initiatives to address retention from sophomore year forward.
FSU's Diversity Goal 3: Enhance the Cultural Diversity of Faculty and Staff			
Detail all Implementation Initiatives and Strategies designed to recruit and retain traditionally underrepresented faculty and staff.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
Expand efforts to attract and retain eminently qualified African American faculty and staff.	<p>Establish working relationship with doctoral granting HBCU's with similar demographic population and geographic location.</p> <p>Utilize The REGISTRY, a national database of diverse and strategic candidates seeking ladder-rank employment as faculty members at institutions of higher education.</p> <p>Enforce the requirement for all search committees for faculty and staff positions that one member of the committee be responsible for ensuring that minority outreach is a priority.</p> <p>Implement the annual Development and Leadership Series, to provide management training leading to increased employee advancement and retention.</p>	<p>FSU established a working relationship with three doctoral granting HBCU's (North Carolina Agricultural Technical State University, South Carolina State University, and Delaware State University). As of December 2016, the University workforce consisted of 1,044 full and part-time employees (387 faculty and 657 staff members).</p> <p>Academic Affairs had 44 minority faculty members representing 11.4% of all faculty on campus (<i>see Table 5 in Section II</i>). Of these, fourteen (14) are minority non-tenure track faculty representing 8.33%, and including six (3.57%) African American/Black faculty; six (3.57%) Asian; one (0.60%) Hispanic/Latino; and one (0.60%) American Indian. Four faculty indicated a race code as other representing 2.38%. Of the 32 (14.6%) minority tenured or tenure-track faculty, nine (4.11%) are African American/Black faculty; 19 (8.68%) Asian; and four (1.83%) Hispanic/Latino. Seven faculty indicated a race code as other representing 3.20%.</p> <p>Minority staff members (42) were employed at a rate of 6.39% (<i>see Table 6 in Section II</i>). Within the staff there are 24 (3.65%) African American/Black, 12 (1.82%) Asian, five (0.76%) Hispanic/Latino, one (0.15%) individual who was two or more races, and one staff member indicated a race code as other representing 0.15% and 5 unknown at 0.76%.</p>	Conduct qualitative analysis of reasons for university exit, and utilize this information to develop and enhance recruitment and retention strategies.

Table 2

Efforts Designed to Create Positive Interactions and Cultural Awareness among Students, Faculty, and Staff on Campus

FSU's Diversity Goal 4: Create a Campus Environment that Promotes the Understanding of Cultural Diversity			
Detail all Implementation Initiatives and Strategies designed to create positive interactions and cultural awareness among students, faculty, and staff—including professional development programs for faculty and staff, curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
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 their participation in co-curricular and professional development programs.	FSU's <i>Center for Student Diversity, Equity, and Inclusion</i> (formerly known as the Diversity Center). Plan and implement activities designed to reach out to racial identity groups and other marginalized student identity groups to provide guidance and support while providing education and training to the entire campus.	<p>During 2016-2017, the Center worked collaboratively with faculty and staff to:</p> <ul style="list-style-type: none"> • Provide advice to marginalized student identity groups: African Student Alliance (ASA), NAACP, National Council of Negro Women, (NCNW), and the gospel choir (UVUGD). • Provide assistance in leadership development and support for planning of executive activities, programs and meeting to University student organizations: Black Student Alliance (BSA), HILLEL, Latin American Student Organization, and Spectrum (for students identifying as lesbian, gay, bisexual, queer and transgender). • Promote interaction and awareness among students, faculty, and staff 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 referred students. • Coordinate the FSU Campus Affiliate of the National Coalition Building Institute (NCBI), and facilitate the NCBI's Introduction to Diversity Workshop—required of all first-time, full-time freshmen as part of the programs offered in the Introduction to Higher Education (ORIE 101). Participation in the workshop increased to 85% (up from 81% fall 2015) in the fall 2016 semester. 	Explore strategies to increase participation in the freshmen Introduction to Diversity workshops.
	FSU's <i>Center for Student Diversity, Equity, and Inclusion</i> – Plan activities to engage students, faculty, and staff in experiences targeting instruction and training on cultural sensitivity.	<p>During 2016-2017, the Center planned and implemented the following activities:</p> <ul style="list-style-type: none"> • <i>Diversity Retreat</i>: A two-day activity, sponsored by the Black Student Alliance every fall. A full day is dedicated to a Workshop on “Building Community through Deeper Connections” In fall 2016, a total of 49 students and 3 staff members participated in this retreat. • <i>NCBI Training Institute</i>: This train-the-trainer activity includes students, faculty, and staff—trained through this institute—as facilitators of the Introductory Diversity Workshop required for all freshmen students in the ORIE 101 course. • <i>Cultural Intelligence Seminar</i>: An instruction/training session within the FSU Leadership Series for faculty and staff, sponsored by the Office of Human Resources, and facilitated by the Diversity Center. The session focuses on developing managerial abilities and skills for working with an increasingly diverse workforce, and fostering an inclusive workplace environment. • <i>Crisis-Response Conversations</i>: Following the election in the fall, and in response to reports of students feeling unsafe and unwelcome on campus and in the community, the Center, in partnership with NCBI and the Black Student Alliance, hosted Attorney Rasheed Cromwell of the Harbor Institute, Inc. in presenting a lecture on “Black Lives Matter”. Approximately 160 administrators, faculty, staff, and students attended the event focused on increasing knowledge and awareness about the Black Lives Matter movement, and the history and necessity of social justice programs. • <i>Overcome Frostburg</i>: A spin-off movement from the <i>Crisis Response Conversations</i> specifically designed to identify incidents and issues that would cause students to feel unsafe and unwelcome. This effort engaged faculty, staff, and administrators in problem and conflict resolution activities. • <i>Activism 101 Workshop</i>: A follow-up activity, led by Attorney Cromwell, will include hand-on activities to prepare students on developing plans for their own social justice movements. • <i>Town Hall Meetings</i>: The FSU's Center for Civic Engagement, in collaboration with academic departments, provided students with guidance and opportunities for engaging in civil discourse around difficult topics in effective and respectful manner. 	Seek funding to sustain activities led by the Center, and hold a “Train-the-Trainer institute during spring 2018.

	FSU <i>President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI)</i> – Plan and implement activities for promoting 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.	<p>PACDEI 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. During 2016-2017 PACDEI distributed “mini-grants” to assist faculty’s efforts to infuse the curriculums with more focused multicultural approaches.</p> <p>Grants were distributed to fund curricular and co-curricular activities. Three grants were awarded to support academic programs: African American Studies, Women’s Studies, Visual Arts. One grant was awarded to support the Greek Council activities.</p>	<p>Reconvene PACDEI with updated goals for AY 2017-2018.</p> <p>Explore strategies to increase number of grants awarded.</p>
	Create the <i>Office of Gender Equity</i> to provide resources and services for promoting social justice; and to plan and implement efforts to educate students, faculty, and staff about the issue of gender-based violence and relating programming, policies, and services.	<p>FSU established the <i>Office of Gender Equity</i> in 2016 as the institutional body in charge of providing leadership to promote, sustain, and advance a campus climate free of gender-based harassment and violence. The Office has been actively engaged in implementing its mission by:</p> <ul style="list-style-type: none"> • Providing an equitable, safe, and inclusive environment for all students through the coordination of activities intended to oversee prevention, education, response, and assessment of sexual misconduct, gender-based harassment, intimate partner violence, and stalking. • Revamping the <i>FSU Safe Zone</i> program designed to fight homophobic hate crimes, and through education, advocacy, and awareness activities 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 will be launched in fall 2017. • Assessing student perceptions and experiences of gender-based harassment and violence through the biennial <i>Campus Climate Survey</i>. Survey data from spring 2016 shows positive responses about students’ perceptions concerning their University experience, including increased engagement in the campus community and a higher sense of being valued as an individual. • Providing recommendations in light of State and Federal expectations and best practices. 	Allocation of sufficient resources for sustainable prevention, response, outreach, and compliance.
	FSU’s <i>Gender-Based Harassment and Elimination Task Force (G-BHAVE)</i> – Plan and implement activities to prevent gender-based harassment, sexual violence, intimate-partner violence, and stalking based on research and best-practice information.	In 2016, FSU restructured the previously existing <i>President's Advisory Council Against Gender Based Violence (PACAGBV)</i> into the current FSU’s <i>Gender-Based Harassment and Elimination Task Force (G-BHAVE)</i> . The purpose of restructuring the organization was to make it more inclusive with representation from students, faculty, and staff across campus as well as experts and stakeholders from the Frostburg community at large.	
Develop inter-institutional academic opportunities and institutional curricular programs for students, faculty, and staff designed to ensure equal participation in educational opportunities and encourage collaboration in activities designed to highlight the study of social issues and their relationship with underrepresented groups globally.	Develop partnerships with other institutions in the University System of Maryland to increase the number of underrepresented minorities pursuing graduate school.	<p>FSU’s partnership with the University of Maryland College Park, <i>TRiO Academic Achievement Program’s McNair Scholars</i> has enrolled 80 students since its inception, in 1991. The six-year graduation rate for these students has been 100%. Over 35% of the participants have been males. The 2015-2016 cohort included eight students (one African American male, three African American females, one Asian female, one Hispanic male, and two Caucasian males).</p> <p>FSU became a partner with the <i>PROMISE- Maryland’s Alliance for Graduate Education and the Professoriate (PROMISE-AGEP)</i>. In 2016, FSU faculty and administrators participated in research symposia and professional development activities to prepare students for doctoral study and provide pathways to the professoriate.</p>	<p>Identify funding to support FSU students to participate in activities hosted at partner institutions. Identify opportunities for PROMISE programs to be hosted on the FSU campus. Increase faculty awareness and participation in the PROMISE initiative.</p>

	Sustain University's curricular programs to promote understanding of cultural diversity.	<ul style="list-style-type: none"> • <i>Identity and Difference courses in the General Education Program (GEP)</i>: 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. • <i>The African American Studies Program and the Women's Studies Program</i>, 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. 	
FSU's Diversity Goal 5: Promote the Understanding of International Cultures			
Detail all Implementation Initiatives and Strategies designed to create positive interactions and cultural awareness among students, faculty, and staff—including professional development programs for faculty and staff, curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
Active recruitment of international students by the Center for International Education (CIE) to promote the understanding of international cultures at FSU.	Plan and implement activities designed to increase the number of international students and ensure a continued growth in international diversity.	The CIE works with all academic departments across campus to ensure a continued growth in international diversity. During the last year, CIE changed its emphasis on recruitment of students who would enroll on "exchange" basis for one or two years, and moved to dual programs that would recruit "degree-seeking" international students. In fall 2016, FSU enrolled 147 students, including 114 degree-seeking students from 22 countries. University records indicate that the first year in which a significant number of international students were enrolled at FSU was fall 2007. At that time, only 28 international students attended the University.	Assess the effectiveness of cooperative-degree programs as a recruitment strategy for international students, and evaluate its impact on sustaining international education at FSU.
	Increase number of exchange partners to increase the diversity of international students.	In 2016, the CIE established new partnerships with institutions in China, Japan, Taiwan, and Vietnam; and as a result, FSU welcomed 33 exchange students and five (5) visiting professors.	
	Develop cooperative-degree programs with overseas partner universities, with the expectation of bringing a large number of international transfer students to earn a degree from FSU.	<p>Based on a desire to build international enrollments at the University, a decision was made in 2015 to redirect the University's efforts away from a principal focus on international exchange students to developing cooperative degree program with our partner universities overseas. This redirection in part came about through a review of data indicating that exchange students were not coming to Frostburg in the numbers that were evident in earlier years. By 2017, Frostburg had established four cooperative degree programs at the undergraduate and graduate levels with universities in China and Vietnam:</p> <ul style="list-style-type: none"> • Hunan University of Commerce; • China University of Mining and Technology – B.S. in Accounting • Communication University of China – M.S. in Computer Science • Hanoi University of Industry – B.S. in Computer Science <p>A fifth program is under development with a university in Taiwan. Hunan University of Commerce will be admitting the first cohort of approximately 120 students into FSU English and Accounting courses on summer 2017 (taught by FSU faculty members). Twenty to thirty of these students will attend face-to-face classes on the FSU campus beginning fall 2017. These students will earn a Bachelor of Science degree in Economics with a minor in Finance.</p>	
	Establish strong connections for international students on campus.	FSU offers English as a Second Language (ESL) courses for international students to feel more confident during their interactions with students, faculty, and staff on campus. Additionally, the CIE offers numerous cultural activities throughout the semester to introduce international students to American cultures.	
Increase international curricular opportunities for students.	Plan and implement study abroad programs conducted or sponsored by the university.	In 2016, 82 FSU 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.	

	Plan and implement recruitment activities for students to study abroad.	<p>To encourage students to study abroad each year, the CIE implemented the following recruitment activities:</p> <ul style="list-style-type: none"> • Conducted classroom visits • Hosted bi-annual study abroad and international fairs • Planned bi-weekly information sessions with prospective and former study abroad students to share experiences • Held information tables in the Lane University Center • Promoted study abroad at admissions open house events to encourage prospective students to get excited about FSU and plan for their future study abroad opportunities. 	CIE will evaluate the effectiveness of <i>Horizons</i> , as a software system to track applications of students interested in studying abroad, and assess its impact on meeting the CIE goals.
	Design and implement study abroad opportunities for students by faculty members.	Faculty members from all three colleges created and implemented study abroad experiences for students in Ireland, Taiwan, Costa Rica, Brazil, Ecuador, China, Peru, and Canada. These short-term experiences abroad are intended to promote long-term study and provide study abroad trips for those students who cannot spend an entire semester abroad due to finances or rigorous course study plans.	
Develop co-curricular programs and organizations to promote students' intercultural understanding and diversity awareness through experiential exposure to global topics.	Establish, coordinate and sustain the <i>University President's Leadership Circle (PLC)</i> – as an institutional program designed to provide students with opportunities to represent the university at key events, participate in intercultural experiences, and travel abroad to be part of cultural projects engaging exploited populations in different countries around the world.	<p>In previous years, PLC students have testified in front of state legislature, shadowed the University President, networked with alumni, and made other lifetime connections. These experiences also included trips to China, India, Ecuador, Uganda, the United Arab Emirates, and the Czech Republic.</p> <p>In AY 2016-2017, the PLC included 12 top performing student leaders on the FSU campus. 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 and around Packwach, in the West Nile region, and Busia in Eastern Uganda.</p> <p>Through these experiences, PLC students helped with water purification, sanitation and hygiene at a local commerce point and a local school as well as furthering educational opportunities for rural Ugandans.</p>	Promote a more consistent use of the University's Leadership Competency Model to assess the student learning outcomes of the experiential learning opportunities provided to the PLC members.

Table 3

Efforts and Process for the Reporting of Hate-Based Crimes Consistent with Federal Requirements

<i>Efforts and process for the reporting of hate-based crimes consistent with federal requirements.</i>			
Detail all Implementation Initiatives, Strategies, and campus processes for the reporting of hate-based crimes.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
The University Police Department leads the process for responding and reporting Campus-Based Hate Crimes and Bias Motivated Incidents.	<p>Compile campus crime data, and arrest data.</p> <p>Submit data to the Maryland State Police as part of the Uniform Crime Report.</p>	<p>During the reporting period (February 1, 2016 - February 1, 2017), there was one reported incident coded as a RRE Incident:</p> <p>Date: 9/23/16</p> <p>Location: Clock Tower</p> <p>Incident: RRE</p> <p>Case# FC2016-05069</p> <p>Information: <i>Individual handing out Jehovah Witness literature on campus in the area near the FSU's Clock Tower was approached by an unknown white male advising he hates Christians. Subject grabbed the literature, tore it up and threw it in the trash can.</i></p>	

Table 5
Instructional Faculty
Split By Tenure/Tenure Track and Non-Tenure Track

Updated February 22, 2017

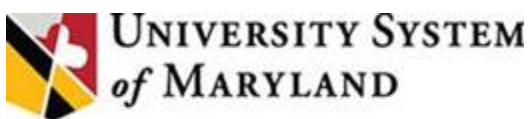
		Year															
Tenure Status	Race/Ethnicity*	2009				2014**				2015**				2016**			
		Male	Female	All		Male	Female	All		Male	Female	All		Male	Female	All	
		N	N	N	%	N	N	N	%	N	N	N	%	N	N	N	%
Non-Tenure Track	Unknown	.	.	.	.	5	5	10	5.81	2	3	5	3.01	1	.	1	0.60
	African American/Black	.	2	2	1.34	.	2	2	1.16	2	2	4	2.41	4	2	6	3.57
	Amer Ind or Alaska Nat	.	.	.	.	1	.	1	0.58	1	.	1	0.60	1	.	1	0.60
	Asian	3	1	4	2.68	1	1	2	1.16	2	1	3	1.80	3	3	6	3.57
	Hisp/Latino	.	3	3	2.01	1	2	3	1.74	.	1	1	0.60	.	1	1	0.60
	White	64	76	140	93.96	65	86	151	87.79	69	81	150	90.36	63	86	149	88.69
	Other	.	.	.	.	.	2	2	1.16	.	2	2	1.20	.	4	4	2.38
	Native Hawaiian or Pac Island	.	.	.	.	1	.	1	0.58	.	.	.	.	.	.	.	.
	All	67	82	149	100	74	98	172	100	76	90	166	100	72	96	168	100
Tenure/ Tenure Track	Unknown	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	African American/Black	7	2	9	4.27	6	3	9	4.21	7	3	10	4.65	7	2	9	4.11
	Asian	9	7	16	7.58	11	6	17	7.94	10	6	16	7.44	13	6	19	8.68
	Hisp/Latino	1	3	4	1.9	1	3	4	1.87	1	3	4	1.86	1	3	4	1.83
	White	116	66	182	86.26	106	70	176	82.24	107	71	178	82.79	106	74	180	82.19
	Other	.	.	.	.	6	2	8	3.74	6	1	7	3.26	5	2	7	3.20
	All	133	78	211	100	130	84	214	100	131	84	215	100	132	87	219	100
All		200	160	360	100	204	182	386	100	207	174	381	100	204	183	387	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 2014 through Fall 2016 data based on the new race/ethnicity codes.

** 2014 through 2016 data reflect the Maryland Higher Education Commission's Standard Occupational Classifications.

SALISBURY UNIVERSITY



2016-2017

Salisbury University

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

Section I:

1. Institutional Plan:

Salisbury University's (SU) 2014-2018 Strategic Plan establishes four overarching goals: 1) To educate students for success in academics, career, and life; 2) To embrace innovation to enhance the Salisbury University experience; 3) To foster a sense of community on campus and at the local, national, and international level; and 4) 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. In particular, we continue steadfastly with our efforts: a) to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty; b) to create positive interactions and cultural awareness among students, faculty, and staff on campus; c) to report hate-based crimes consistent with federal requirements.

While we are proud of our progress, we recognize that fostering a diverse and inclusive campus community is an endless 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 newly admitted 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 tables, while not all-inclusive, illustrate our efforts and accomplishments over this past year.

2. Implementation:

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

Goal 1: Implement efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty. <i>Ongoing.</i>			
Detail all Implementation Initiatives and Strategies designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
Administrative Coordination and Accountability			
Strengthen the charge and resources of the Cultural Diversity and Inclusion Consortium Committee to coordinate communication among the faculty, staff, and students of Salisbury University on diversity and inclusion issues by bringing the leaders of its constituent organizations together for dialogue.	<ul style="list-style-type: none"> • Number of meetings • Date of approval for revised by-laws 	<ul style="list-style-type: none"> • Seven (7) meetings during AY 2016-2017 • Revised by-laws submitted to Consortium Coordinating Committee in spring 2017, which expands membership representation from shared governance bodies and student organizations. Decision expected by the end of AY 2016-2017. 	Continue to encourage members of shared governance and student groups to engage in the Committee.
Utilize the Office of Institutional Equity's Diversity Initiatives Inventory System as the venue where the campus community can access a full inventory of cultural diversity initiatives to increase awareness and encourage cross-campus collaborations.	<ul style="list-style-type: none"> • Date of Implementation • Number of submissions 	The Diversity Initiatives Inventory System was implemented in fall 2016 and contains 130+ submissions. A campus-wide call for 2016-2017 submissions will be sent out later in the spring semester.	Increase campus community's awareness of the availability of this resource. Encourage submissions from faculty, staff, and students.
Conduct Campus Climate Survey to establish baseline for assessment and develop Diversity Plan.	<ul style="list-style-type: none"> • Identify main elements for Request For Proposals • Identify potential vendors 	Main elements and potential vendors identified; SU Campus Climate Survey currently on stand-by due to work with Chancellor's D&I Council to conduct a system-wide survey.	Continue to work with Chancellor's D&I Council to conduct a system-wide survey.
International Education			
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. SU's numbers have fallen since that high two academic years ago, however, participation rates continue to be strong. In addition, SU welcomed a continuing flow of J-1 Visiting Scholars to the faculty in AY 2016-17, with multiple visiting scholars, teachers, and artists in residence from China and Germany. During the same year, the English Language Institute	<ul style="list-style-type: none"> • Total study abroad numbers • Number of J-1 Visiting Scholars • Number of ELI students promoted into degree-granting programs • Number of Fulbright Scholarships awarded to SU students, faculty, and administrators 	<ul style="list-style-type: none"> • Total study abroad numbers for 2016-2017 are not complete, but we estimate a total of 325 students to study abroad for academic credit. • 5 J-1 Visiting Scholars were welcomed to the faculty • 25 students were promoted into degree-granting programs • 6 Fulbright Scholarships awarded to SU students, faculty, and administrators • SU recognized in the annual Open Doors Report from the US Department of State, Bureau of Educational Affairs, as one of the top 40 Master's Universities in the 	<ul style="list-style-type: none"> • Enrollments in the English Language Institute continued to fall from the peak in AY 2014-2015. Some of this decline reflects larger national trends. Other reflects a plateau in SU's internationalization efforts. • Enrollments in study abroad decline for the third straight year after record highs in AY 2014-2015 reflecting a plateau in SU's internationalization efforts.

promoted its 100th student from the intensive English preparatory program into degree granting programs since its foundation in AY 2010-2011. SU students, faculty, and administrators continued to win prestigious Fulbright Fellowships during AY 2016-2017 for programs in India, France, Romania, and South Korea.		country for study abroad participation numbers for AY 2014-2015.	
Hiring Procedures			
Compile Affirmative Action Plan on an annual basis to track and assess the results of enhanced hiring practices.	<ul style="list-style-type: none"> • Date of completion • Date of dissemination 	The University's 2016 Affirmative Action Plan was finalized in September 2016 and provided to Executive Staff in November 2016.	Revise pre- and post-employment surveys, outreach to veteran candidates, tracking mechanism for veterans and individuals with disabilities. Continue to communicate progress of AAP goals to Executive Staff and to provide advice on how to achieve these goals on an annual basis.
Closing the Achievement Gap (Retention)			
The Center for Student Achievement (CSA), designed to help students fulfill their academic potential, opened its doors in September 2008. Services and programs include: academic coaching, supplemental instruction, tutoring, workshops, academic recovery program, and the Scholar Holler Award.	<ul style="list-style-type: none"> • Number of students served • Number of unique visits 	The Center of Student Achievement served 2,989 unique students, and received 27,425 visits between August 2016 and February 2017. Minority students* represented 30% of the students served and 31% of the total visits. <i>*Students who self-identified as American Indian/Alaska Native, Asian, Black/African American, Hispanic/Latino, Native Hawaiian/Other Pacific Islander.</i>	Continue to hire a diverse student leader workforce (i.e. tutors, supplemental instruction leaders & student assistants).
Salisbury University's TRiO ACHIEVE Student Support Services (SSS) is an educational opportunity project sponsored by the U.S. Department of Education that helps first-generation students, students with financial need and students with disabilities achieve their academic potential and personal goals. The project acts as an advocate for qualified students, plans and coordinates their services, and provides support programs that help them develop academic, interpersonal and social skills they need for success at the University. The TRiO staff, as well as other offices across campus, will help students reach their academic goals and maximize their potential for success at Salisbury University. Eligible students complete pre- and post-preparedness	<ul style="list-style-type: none"> • Number of students served • Number of mentors • Completion of Soliya Connect Program 	<ul style="list-style-type: none"> • TRiO ACHIEVE Student Support Services (SSS) served 150 students in AY 2016-2017. • 10 students served as mentors in the TRiO-ACHIEVE SSS' Peer Mentor Program. • 9 TRiO students and 3 staff completed the Soliya Connect Program. 	<ul style="list-style-type: none"> • Additional recruitment to transfer students • Improve outreach through social media. • Implement TRiO Alumni Relations to support the academic success of current TRiO Students. • Increase TRiO student's acceptance numbers in to graduate/professional programs.

assessments, participate in a 3-day Orientation program providing services and campus resources, are required to meet with a staff member once a month to evaluate their academic progress, and participated in the TRiO-ACHIEVE SSS' Peer Mentor Program. Through the Soliya Connect Program, TRiO students have an opportunity to engage in facilitated and substantive dialogue, build meaningful relationships across national, cultural, religious, and ideological boundaries, and explore perspectives, uncover biases, and arrive at a better understanding of cultures, with the goal of developing the global competence essential to thriving in an interconnected world.			
Recruitment			
The Office of Admissions continues to offer an opportunity for on-the-spot admissions for students of high schools with a high minority population. Upon receipt of application, test scores, and transcript, Admission counselor can immediately communicate an admissions decision to the applicant.	<ul style="list-style-type: none"> Number of on-the-spot admissions 	Tracking of students who were admitted into the incoming fall 2016 and 2017 cohorts through on-the-spot admissions to see their yield and retention.	Expand to more high schools next fall.
The Office of Admissions continues to promote the Test-Optional Admission Policy as a minority recruitment strategy. Under this initiative, students with a weighted 3.5/4.0 GPA are eligible to apply for admission without submitting and ACT or SAT score.	<ul style="list-style-type: none"> Number of schools served 	Approximately 35% of students admitted into the incoming fall cohorts are through the Test-Optional Admission initiative.	Continue to advertise to prospective students about the Test Optional policy.
The Admissions Office hosts several diverse student groups on campus each fall and spring to attend an information session and go on a tour of campus. Each student fills out an inquiry card; their data is put in our system and communications can be sent to them throughout the admission funnel.	<ul style="list-style-type: none"> Number of letters sent 	Each year approximately 25 diverse groups are brought to campus, totaling approximately 800 students.	Track yield and retention.
In 2016, SU and UMES formalized a dual-degree program in Physics/Engineering in which students complete three years of general education, physics, and foundational engineering courses at SU and then complete two years of engineering coursework at UMES	<ul style="list-style-type: none"> Student enrollment Successful program completion 	MOU signed; reciprocal campus visits including SU students touring UMES facilities.	Matriculation of SU students in dual-degree program (goal is up to 5 per year).

graduating with both Physics and Engineering degrees. The development of this program and reciprocal campus visits has provided the opportunity for strengthening ties between our campuses and mutual appreciation of the resources available at each.			
SU Bridges students live and take classes on SU's campus, are enrolled in courses taught by Wor-Wic Community College (WWCC) faculty, and receive WWCC credits for one semester. After successfully completing the fall semester with a grade point average of 2.0 or higher, students are automatically enrolled at SU to begin classes in the spring semester.	<ul style="list-style-type: none"> Number of enrolled students 	29 SU Bridges students were enrolled at SU to begin classes in the 2017 spring semester after successful completion of the fall 2016 semester with a GPA of 2.0 or higher.	Continue to partner with WWCC for frequent assessments to improve the program from year to year.
During the reporting period, SU's Henson School of Science & Technology hosted a panel of female STEM professionals to talk to high school students about pursuing science and technology careers. Following the panel, the high school students participated in a networking event with the panelists and several USM Promise Alliance for Graduate Education and the Professoriate (AGEP) participants and alumni. The goal of this event was to excite young women about science and technology careers and provide positive role models.	<ul style="list-style-type: none"> Attendance Development of relationships with regional science & tech workforce 	More than 200 female high school students (many URM) and their teachers attended the event.	Identify sustainable funding stream.
Active participation of SU administrators in the USM Promise AGEP (Alliance for Graduate Education and the Professoriate), a USM effort which increases the participation of underrepresented groups in STEM programs and facilitates pathways to academic careers.	<ul style="list-style-type: none"> Involvement in USM Promise AGEP activities 	2016-2017 activities included involvement in the USM Promise AGEP Summer Success Institute and spring 2017 Research Symposium and Professional Development Conference as well as hosting USM Promise AGEP participants and alumni on SU's campus for a panel on preparing for graduate school. SU also hosted USM Promise AGEP participants in a luncheon workshop on teaching careers a different types of campuses.	Hire teaching post-doc/tenure-track faculty from USM Promise AGEP Network to assist in development of their teaching skills and professional development and to increase diversity of SU's faculty.
Financial Aid			
The Office of Financial Aid provides need-based financial aid to students through the Partnership for Success Grant, a renewable scholarship to students from Eleanor Roosevelt and Suitland High Schools who have been	<ul style="list-style-type: none"> Number of recipients Funds disbursed 	23 students have been awarded a total of \$23,000 through the Partnerships for Success Grant, and 140 students have received a total of \$199,877 through the Salisbury University Grant.	Continuing to seek more funding for more students in need.

involved in an upward bound program, and the Salisbury University Grant, which provides students in the lower Pell Grant range with at least \$2,500 in free financial aid.			
---	--	--	--

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

Goal 2: Implement efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus. <i>Ongoing.</i>			
Detail all Implementation Initiatives and Strategies designed to create positive interactions and cultural awareness among students, faculty, and staff—including professional development programs for faculty and staff, curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
School and Department-Specific Curricular Initiatives			
The Social Work curriculum has always been designed to increase the cultural awareness of students to create positive interactions with others; however even more attention has been directed in this area in recent curriculum redesign efforts. This year, there are five redesigned or new required core courses at the undergraduate and graduate level with this effort as a primary goal. These are: Human Behavior In the Social Environment I & II (undergraduate and graduate), Privilege and Oppression (undergraduate). In addition to these core course requirements the Social Work Department has a number of undergraduate electives which sensitizes students to the unique dynamics encountered by certain social groups including older persons, persons who have differing abilities, and LGBTQ persons.	<ul style="list-style-type: none"> Course grades gathered every semester Counsel on Social Work Education (CSWE) accreditation standards which require programs to meet nine social work competencies, eight of which have language specifically to increase cultural competency. The data on meeting these competencies is submitted to CSWE annually. 	Data collection for redesigned and new courses to take place at the end of spring 2017 semester.	The Social Work Department continuously looks at areas of improvement in course delivery. Redesigned and new courses will undergo same ongoing assessment and review of student feedback and course delivery by both departmental curriculum committees which exist at the content level and the departmental level.
The Commission on Accreditation of Athletic Training Programs (CAATE) requires accredited athletic training programs to include cultural sensitivity and cultural competency in athletic training curriculum. The athletic training profession espouses tenets which are identified as Foundational Behaviors of Professional Practice, one of which is cultural competence. The following foundational behavior is found across Salisbury University's Athletic Training curriculum; in all courses and in every required clinical experience.	<ul style="list-style-type: none"> Student grades in ATTR (Athletic Training) 570 Therapeutic Rehabilitation, which focuses on improving outcomes in diverse patient populations Student performance and grades in the clinical component of the Athletic Training Program, which is delivered through four courses 	Students have successfully navigated through their clinical courses up to this point. Graduate students are currently enrolled in ATTR 570; grades will be available at the conclusion of the spring 2017 semester.	Expand curricular opportunities to explore concepts of general medicine and cultural competence. ATTR 600: Comprehensive Approach to Health, to be offered in summer 2018, will specifically address diversity and cultural awareness in healthcare, in addition to general medical concepts

<ol style="list-style-type: none"> 1. Demonstrate awareness of the impact that clients'/patients' cultural differences have on their attitudes and behaviors toward healthcare. 2. Demonstrate knowledge, attitudes, behaviors, and skills necessary to achieve optimal health outcomes for diverse patient populations. 3. Work respectfully and effectively with diverse populations and in a diverse work environment. 	that are taught over four consecutive semesters.		and pharmacology. Students will also be completing observation rotations during this course that will expose them to diverse patient populations (e.g. geriatrics, pediatrics, special needs, etc.).
<p>The Fulton School of Liberal Arts offers a Bachelor of Arts in Interdisciplinary Studies with an Anthropology (ANTH) track and an Anthropology minor. Anthropology is the discipline that bridges the humanities–science divide, examining humanity across the widest possible perspective, from our biological origins, through the prehistoric past, and into the full diversity of our modern cultural and social differences. It promotes not only a better understanding of others and the cross-cultural interactions that play such a vital role in our increasingly global societies, but also of ourselves. In either of these programs, students will gain a broad knowledge of human biological and cultural diversity in the past and present, an ability to think critically about the often-contentious issues raised by this diversity, and the ability to communicate their knowledge and opinions through a wide variety of media. Anthropology provides an interdisciplinary foundation for graduate work in the social sciences and a useful background for anyone who will find themselves working with people of other cultures, either here or abroad, whether in business, medicine, teaching, or advocacy groups.</p>	<ul style="list-style-type: none"> • Academic performance • Recruitment from Gen Ed courses into program • International experience participation rates • Success of alumni in workplace/graduate programs 	<ul style="list-style-type: none"> • During AY 2016-2017, 12 students were enrolled in the Bachelor of Arts in Interdisciplinary Studies with an Anthropology track. • 11 Anthropology courses were offered, 7 of which were part of the General Education curriculum. • 174 students enrolled in Anthropology courses. Of the 90 students enrolled for fall 2016, including 82 non-majors, 80 completed the course with a C or better. Grades are forthcoming for the 84 students enrolled for spring 2017, which includes 78 non-major students. • 2 Anthropology track students study abroad this summer (South Africa and South Korea) • One student was admitted to Berkeley's PhD program, one of the highest ranked Anthropology programs in the country. 	Recruit students into the ANTH track. Find and access faculty resources to broaden ANTH offerings.
<p>In efforts to support curricular development in all disciplines to prepare students to work in a diverse society and world, the SU Libraries added three databases full of digitized primary sources relating to diverse populations:</p> <ul style="list-style-type: none"> • African American Communities: This database focuses predominantly on Atlanta, Chicago, St. Louis, New York, and towns and cities in North Carolina and presents multiple aspects of the African American community through pamphlets, newspapers and periodicals, correspondence, official records, reports and in-depth oral 	<ul style="list-style-type: none"> • Number of databases relating to diverse populations 	The SU Libraries has a total of 11 databases relating to diverse populations.	More databases relating to diverse populations other than African Americans.

<p>histories, revealing the prevalent challenges of racism, discrimination and integration, and a unique African American culture and identity.</p> <ul style="list-style-type: none"> • American Indian Histories and Cultures: This database contains manuscripts, artwork and rare printed books dating from the earliest contact with European settlers and continue up to photographs and newspapers from the mid-twentieth century. It includes a wide range of rare and original documents from treaties, speeches and diaries, to historic maps and travel journals. • Slavery in America and the World: History, Culture & Law: This is a complete legal collection on slavery in the United States and the English-speaking world. It also includes hundreds of pamphlets and books written about slavery—defending it, attacking it or simply analyzing it, including an expansive slavery collection of mostly pre-Civil War materials. 			
<p>Nearly every theory and clinical course in the undergraduate Nursing curriculum contains one or more course objectives related to cultural sensitivity, cultural competency, health literacy, and health disparities. The doctoral (DNP) program, launched in fall 2012, has many illustrations of how cultural sensitivity, cultural competency, health literacy, and health disparities are taught and practiced. This program prepares advanced-practice nurses to manage complex health needs in a cost-effective and collaborative manner. The curriculum emphasizes the use of evidence-based practice and technology to guide administrative and clinical decisions, as well as policy development. DNP graduates practice at the highest level, whether working with individuals, groups or organizations, and serve as leaders in health care for the state and region. The program offers annual international trips to South Africa or Ecuador for students to do HIV and hygiene education as well as to begin to understand the differences among health care from other countries and those within the U.S. In the community health course, the faculty bring in food items from various cultures to begin understanding of the cultural differences among people. This initiates discussion on various cultures and their beliefs in health care. Cultural competency is an on-going process and is integrated throughout the nursing undergraduate and graduate curriculum. The Accommodations Task Force continues to review how various needs can be integrated into the nursing program. Although this is not exactly cultural, it does involve how culture views and</p>	<ul style="list-style-type: none"> • Successful completion of BS, MS and DPN programs by students (and pass rates on certifications exams). • Participation in international education. • Successful accreditation of programs. • MHEC (Maryland Higher Education Commission) funding for Nurse Educator Expansion programs (ES-FAMI and WS-FAMI) that target minority and male RNs for development as clinical faculty. 	<ul style="list-style-type: none"> • 92.86% first-time Nursing's National Council Licensure Examination (NCLEX) pass rates, the highest for any baccalaureate institution in Maryland • 2 students went to Nicaragua with local physicians to provide health care to those that otherwise would not have access. • The baccalaureate and master's programs at Salisbury University are accredited by the Commission on Collegiate Nursing Education. The DNP program is in the process of being accredited by the Commission on Collegiate Nursing Education. • FY17 MHED funding: <ul style="list-style-type: none"> – 11/2/16 – MHEC New Nursing Fellowship for Sedonna Brown: \$5,000 	<p>Continue on-going monitoring and revise the curriculum as appropriate. The Nursing department reviews the periodic evaluation plan annually to address any concerns.</p>

assimilates individuals with disabilities into the workforce and educational systems.		<ul style="list-style-type: none"> – 2/2/17 – MHEC NEDG Fellowship for Jennifer Hart: \$15,000 – 4/1/17 – MHEC HPSIG: \$25,148 – 4/5/17 – MHEC ES-FAMI II Year 3 funds: \$451,362 	
School and Department-Specific Co-Curricular Initiatives			
The Social Work Department has implemented several co-curricular activities, including: global seminar to Ecuador, where students explored Ecuadorian social services and participated in language classes; field trip to Philadelphia with nearly 50 students and faculty to tour Eastern Penitentiary, learn about mass incarceration, and participate in a poverty tour through one of the poorest neighborhoods in the US; 12 Know Your Rights trainings on Eastern Shore, co-coordinated discussion groups between SU students and men incarcerated at Eastern Correctional Institution; needs assessment of families of individuals incarcerated at Wicomico County Detention Center; Naloxone/Narcan trainings on campus; lecture with Ann Adalist-Estrin with National Resource Center on Education and Families of the Incarcerated, who discussed the effects of mass incarceration on children; organized an unaccompanied youth count in Wicomico, Worcester, and Somerset counties; etc.	<ul style="list-style-type: none"> • Number of student participants 	<ul style="list-style-type: none"> • Global Seminar: 16 participants • Field trip: 43 participants • 12 KYR trainings: lead by 55 students • ECI spring discussion groups: 6 groups lead by 12 SU students • Wicomico County Detention Center assessment: 12 students & 2 faculty volunteers • Naloxone/Narcan: 2 trainings held in the fall with 40+ participants; 3 more scheduled in the spring • Adakist-Estrin lecture: 20 participants • Youth count: 24 student volunteers 	Continue to develop a slate of activities throughout the year. Potentially adopt a theme for the year and focus most activities around that theme. Increase collaboration with other departments. Develop more effective recruitment and advertising techniques to increase participation.
The Fulton Public Humanities Program (FPHP) exists to support, organize, and develop 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.	<ul style="list-style-type: none"> • Number of events sponsored • Dollar amount contributed towards event sponsorship • Number of grants awarded • Dollar amount contributed towards grant proposals 	<p>A total of \$8992 was contributed towards the following sponsored events:</p> <ul style="list-style-type: none"> • Fifth Annual Native American Heritage Month: 2 events • Women's History Month: 3 events • African American History Month: 2 events • South Asian History: 1 event <p>Additionally, 2 grant proposals were awarded, totaling \$1000.</p>	Diversifying offerings to include groups not under previous celebrated heritage months. Include Hispanic Heritage and LGBTQ heritage in future years.
Social Life and Organizations			
The SU Libraries continue to offer cultural events programming planned to expose students to artistic expression and intellectual perspective representing diverse cultures: <ul style="list-style-type: none"> • In the fall, from August 29 through December 2, the SU Libraries hosted a traveling exhibit from the Reginald H. 	<ul style="list-style-type: none"> • Number of events 	Six (6) SU Libraries cultural events planned to expose students to artistic expression and intellectual perspective representing diverse	Continue to offer programs representing diverse cultures and perspectives.

<p>Lewis Museum of Maryland African-American History, "Ruth Starr Rose (1887-1965): Revelations of African American Life in Maryland and the World," in its temporary exhibit space. This featured paintings of a woman who painted scenes of African American life, including many on the Eastern Shore. Part of the exhibit was in the Nabb Center space and part of it in the University Art Gallery in Fulton Hall. There was a reception on September 8 in Fulton, with a performance by the Society for the Preservation of African American Arts Singers. This was followed by a lecture in the Academic Commons by the exhibit's curator Barbara Paca. Other events associated with the exhibit were a performance by the American Spiritual Ensemble on September 17 at Asbury Methodist Church and an Adventures in Ideas: Humanities Seminar, "Exploring the African American Experience in Maryland History," taught by Creston Long and Aston Gonzalez.</p> <ul style="list-style-type: none"> The SU Libraries currently have a major exhibit, "When Communities Come Together: African American Education on the Eastern Shore," which opened January 3 and closes on May 31 on the first floor of the Academic Commons. In conjunction with that, there was a reception for the exhibit on March 9, with some people who had attended segregated schools speaking, followed by a showing of a documentary about Julius Rosenwald, who sponsored thousands of schools across the country for African American children in the early 20th century. The reception and documentary were co-sponsored by the Fulton School. 		<p>cultures, including exhibits and associated events.</p>	
Faculty and Administrative and Support Staff Development			
<p>The Office of Institutional Equity (OIE) provides year-round training opportunities to support faculty and staff development opportunities to explore issues of pedagogy, classroom dynamics, and student/faculty relations in an increasingly diverse institutional setting. Training programs and initiatives include: Safe Space workshop, Webinar Series, Lunch and Learn, Breakfast Topics, as well as customized, department-specific training programs.</p>	<ul style="list-style-type: none"> Number of trainings offered to campus Number of trainings offered to units Attendance 	<p>30+ OIE trainings offered during AY 2016-2017.</p>	<p>Continue to explore ways to incentivize voluntary program attendance from faculty and staff.</p>
<p>The Seidel Diversity Interest Group (DIG), organized and/or supported several events and activities for faculty, staff, and students, including: two faculty discussion groups on <i>Whistling Vivaldi: How stereotypes affect us and what we can do by Claude M. Steele</i>; facilitated letter-writing campaign in support</p>	<ul style="list-style-type: none"> Number of participants 	<ul style="list-style-type: none"> Faculty discussion groups: 2 groups; 20 participants Letter-writing: over a dozen students & faculty participated with over 100 letters written 	<p>Recruit more active membership from all departments within Seidel. Recruit student and staff representation. Develop</p>

of the Muslim community (co-sponsored with the Social Welfare Action Alliance, lead workshop at spring SU Teaching and Learning conference on responding to intolerance in the classroom, guest lecture with Cheri Honkala, human rights advocate with the Poor People's Economic Human Rights Campaign, Movie Nights watching 13th, documentary on mass incarceration, and Gender Revolution, documentary on gender identity, etc.		<ul style="list-style-type: none"> • Workshop: lead by 4 DIG members • Cheri Honkala lecture: 30 participants • 13th movie night: over 40 participants between Salisbury campus and satellite campus • Gender Revolution: upcoming event 	more professional development activities for Seidel faculty. Develop more effective recruitment and advertising techniques to increase participation.
Community Relations			
The Holocaust Educators Network Summer Institute, an initiative from the Seidel School of Education and Professional Studies, brings together teachers from throughout the mid-Atlantic region for a week-long intensive seminar on teaching about the Holocaust and social justice.	<ul style="list-style-type: none"> • Number of participants 	A total of 15 individuals participated in the institute in 2016. Through SU partnership and partnership with local board of education, 7 participants completed the HEN seminar for masters credit, 1 for doctoral credit, and 2 participants completed the seminar for Maryland CPD credit. 5 educators completed the program for personal professional development. Number have grown steadily from 13 in 2015 to 20 (est.) in 2017.	Once again, the Maryland HEN satellite program surpassed expectations. In 2017, the inter-disciplinary focus will be maintained, and arts component will be expanded upon to allow participants more time for reflection and personal renewal.
The Salisbury Youth Orchestra has provided unique educational and performance opportunities for young musicians since 1989. Currently made up of 70 members ranging in age from 5th grade to college, the group is a full orchestra including strings, winds, brass, and percussion. The experience of playing in a full orchestra is not offered in area schools. SYO is supported by SU, by a Parent's Organization as well as by local teachers and volunteers. The group has weekly rehearsals and performs two concerts a year.	<ul style="list-style-type: none"> • Participation 	Approximately 90 students participated during this academic year. One-third are from minority backgrounds.	Continue to bring opportunities to area youth. In May, the youth orchestra flute players will participate in a master class given by Sarah Jackson, the principal piccolo player for the Los Angeles Philharmonic.
ShoreCorps/PALS (Partnership for Adolescents on the Lower Shore) is the AmeriCorps program at Salisbury University. Housed within the Institute for Public Affairs and Civic Engagement at Salisbury University, the program is a partnership with community-based organizations serving at-risk youth and senior citizens in Caroline, Dorchester, Kent, Queen Anne's, Somerset, Talbot, Wicomico and Worcester counties. At the ShoreCorps/PALS sites, even though each has its own purpose and structure, they are all united for a common purpose- engaging citizens dedicated to making their communities better. ShoreCorps/PALS mission is to serve at-	<ul style="list-style-type: none"> • Number of members • Number of sites • Number of individuals served 	<ul style="list-style-type: none"> • ShoreCorps/PALS supports 20 members serving at 17 sites in the eight counties of the Eastern Shore. • ShoreCorps members have provided service to: 16,000 youth, 7,000 seniors, leveraged 1,600 volunteers. 	ShoreCorps/PALS seeks ongoing improvement in three discrete areas. First, recruiting from current SU students. Second, training members in accurate record keeping and data management. Third, communicating with shifting GOSV staff and federal oversight.

risk youth and senior citizens in public and private non-profit agencies. The program strives to increase the capacity of each partner site through volunteer recruitment and management.			
Alumni Programs			
Alumni Relations and Annual Giving continues to engage alumni in the cultural diversity initiative through targeted programs and events, including the Lambda Society Rainbow Reunion and the Multicultural Alumni Jazz Social hosted during Homecoming, and Women's Circle events hosted throughout the year. Events are open to all alumni, faculty, staff, students and friends of the university.	<ul style="list-style-type: none"> Attendance 	<ul style="list-style-type: none"> Lambda Reunion: 15 Multicultural Alumni Jazz: 175 Women's Circle: 290 	Continue to sponsor worthwhile inclusive events.
Designated Gifts and Grants that Support Cultural Diversity			
The Office of Institutional Equity provides funding annually for faculty, staff and students of Salisbury University to support initiatives related to the University's strategic planning goals. Initiatives must support the goals of recruiting and retaining a diverse group of students, faculty and staff and developing mechanisms to support inclusiveness, engagement and success among SU campus community members.	<ul style="list-style-type: none"> Number of approved grant proposals Total funds disbursed 	Ten grant proposals were approved between August 2016 and March 2017, totaling \$6870.56 in approved funds from \$20000 available funds.	Continue to encourage campus community members to submit grant proposals, particularly students and staff.
Alumni Relations and Annual Giving continues to fundraise for inclusive programs, including Multicultural Student Services and Powerful Connections Program, and Women's Circle initiatives, and promote awareness of these initiatives among alumni, faculty, staff, students and friends of the university.	<ul style="list-style-type: none"> Fundraising 	Women's Circle FY Donations: \$2653; Total amount in the endowment: \$21,587	Continue to raise funds for inclusive services

• **Table 3: Reporting of Institutional Goal 3**

Goal 3: Implement efforts and process for the reporting of hate-based crimes consistent with federal requirements. <i>Ongoing.</i>			
Detail all Implementation Initiatives, Strategies, and campus processes for the reporting of hate-based crimes.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
A security report is published and distributed annually by University Police in compliance with The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and Drug Free Campus/Drug Free Workplace legislation. It contains crime and arrest statistics as well as information about campus policies and practices intended to promote crime awareness, campus safety and security. By October 1 of every year, all current students and employees are sent an email message providing them with the link to this report and notification that the current edition of the Annual Security Report has been posted on the Salisbury University website. Current or prospective students and employees may obtain a copy of this report by visiting University Police located in the East Campus Complex, calling 410-543-6007 or by accessing the SUPD website.	Crime and report statistics collected, compiled and distributed by October 1 of every year	2015 – 0 2014 – 0 2013 – 0	N/A

Section II: Demographic Data

TABLE 1.1: Comparison Table for Tenure/Tenure Track Faculty

	2010-2011				2014-2015				2015-2016				2016-2017					
	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	15	5.0%	9	6	21	6.4%	14	7	21	6.4%	6.5%	14	7	22	6.8%	6.8%	14	8
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%	0	0
Asian	14	4.7%	9	5	25	7.7%	14	11	26	7.9%	8.0%	14	12	25	7.7%	7.8%	14	11
Hispanic/Latino	4	1.3%	3	1	5	1.5%	2	3	4	1.2%	1.2%	3	1	4	1.2%	1.2%	3	1
White	250	83.1%	146	104	267	81.9%	150	117	269	82.0%	83.0%	154	115	266	81.8%	82.6%	149	117
Native Hawaiian or other Pacific Islander	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0.0%	0	0	0	0.0%	0.0%	0	0
Two or more races	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0.0%	0	0	1	0.3%	0.3%	0	1
Nonresident Alien	7	2.3%	0	7	4	1.2%	2	2	4	1.2%	1.2%	2	2	4	1.2%	1.2%	2	2
Did not self identify	10	3.3%	8	2	4	1.2%	3	1	4	1.2%		3	1	3	0.9%		2	1
Total	301	100.0%	175	126	326	100.0%	185	141	328	100.0%	100.0%	190	138	325	100.0%	100.0%	184	141

Source: EDS file.

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

Note 2. Faculty numbers for 2012-13 and later include Full-time and Part-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. Faculty numbers for 2014-15 and later 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)

	Headcount Change	% Change
Change in Tenure/ Tenure Track Faculty between 1011 and 1617	24	8.0%
Minority Faculty (including NRA)	15	36.6%

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

	2010-2011				2014-2015				2015-2016					2016-2017				
	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	9	2.9%	6	3	10	3.0%	5	5	12	3.7%	3.7%	4	8	10	3.2%	3.3%	4	6
American Indian or Alaska Native	0	0.0%	0	0	1	0.3%	0	1	1	0.3%	0.3%	0	1	1	0.3%	0.3%	0	1
Asian	5	1.6%	1	4	11	3.3%	0	11	11	3.4%	3.4%	1	10	10	3.2%	3.3%	0	10
Hispanic/Latino	3	1.0%	2	1	6	1.8%	1	5	8	2.4%	2.5%	1	7	7	2.2%	2.3%	1	6
White	283	92.5%	99	184	300	88.8%	98	202	290	88.4%	89.8%	93	197	277	88.5%	90.2%	91	186
Native Hawaiian or other Pacific Islander	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0.0%	0	0	0	0.0%	0.0%	0	0
Two or more races	0	0.0%	0	0	3	0.9%	2	1	1	0.3%	0.3%	1	0	2	0.6%	0.7%	1	1
Nonresident Alien	1	0.3%	1	0	3	0.9%	1	2	0	0.0%	0.0%	0	0	0	0.0%	0.0%	0	0
Did not self identify	5	1.6%	2	3	4	1.2%	2	2	5	1.5%		2	3	6	1.9%		1	5
Total	306	100.0%	111	195	338	100.0%	109	229	328	100.0%	100.0%	102	226	313	100.0%	100.0%	98	215

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-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)

	Headcount	%
Change in Non-tenure//Other Faculty between 1011 and 1617	7	2.3%
Minority Non-tenure//Other Faculty (including NRA)	12	66.7%

TABLE 2: Comparison Table for Staff

	2010-2011				2014-2015				2015-2016				2016-2017					
	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	314	33.7%	104	210	378	35.2%	122	256	339	33.2%	33.5%	108	231	326	31.8%	32.1%	114	212
American Indian or Alaska Native	2	0.2%	1	1	2	0.2%	0	2	2	0.2%	0.2%	0	2	1	0.1%	0.1%	0	1
Asian	10	1.1%	5	5	11	1.0%	6	5	8	0.8%	0.8%	4	4	8	0.8%	0.8%	5	3
Hispanic/Latino	15	1.6%	6	9	29	2.7%	11	18	28	2.7%	2.8%	8	20	26	2.5%	2.6%	7	19
White	579	62.1%	234	345	630	58.7%	249	381	623	61.0%	61.6%	248	375	638	62.2%	62.9%	253	385
Native Hawaiian or other Pacific Islander	2	0.2%	1	1	1	0.1%	0	1	1	0.1%	0.1%	0	1	1	0.1%	0.1%	0	1
Two or more races	4	0.4%	1	3	11	1.0%	5	6	9	0.9%	0.9%	5	4	11	1.1%	1.1%	5	6
Nonresident Alien	2	0.2%	2	0	0	0.0%	0	0	1	0.1%	0.1%	1	0	4	0.4%	0.4%	2	2
Did not self identify	4	0.4%	0	4	11	1.0%	3	8	11	1.1%		3	8	10	1.0%		5	5
Total	932	100.0%	354	578	1073	100.0%	396	677	1022	100.0%	100.0%	377	645	1025	100.0%	100.0%	391	634

Source: EDS file.

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

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

following categories: Management (11); Business & Financial Operations (12); Computer, Engineering, & Sciences (13); Community Service, Social Service, Legal, Arts, Design, Entertainment, Sports & Media (14); Archivists, Curators, & Museum Technicians (21); Librarians (22); Library Technicians (23); Student & Academic Affairs & Other Education Services (24); Healthcare Practitioners & Technical (25); Service (26); Sales & Related Occupations (27); Office & Administrative Support (28); Natural Resources, Construction, & Maintenance (29); Production, Transportation, & Material Moving (30); Military Staff

Headcount %
Change Change

Change in
Staff between
1011 and 1617
Minority Staff
(including
NRA)

93 10.0%

28 8.0%

TABLE 3.1: Comparison Table for Undergraduate Students

	2010-2011				2014-2015				2015-2016					2016-2017				
	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	870	11.3%	362	508	998	12.5%	416	582	1053	13.4%	13.9%	442	611	1087	13.8%	14.3%	450	637
American Indian or Alaska Native	32	0.4%	12	20	32	0.4%	9	23	42	0.5%	0.6%	13	29	51	0.6%	0.7%	21	30
Asian	176	2.3%	75	101	206	2.6%	90	116	234	3.0%	3.1%	96	138	255	3.2%	3.4%	106	149
Hispanic/Latino	284	3.7%	129	155	323	4.0%	142	181	323	4.1%	4.3%	144	179	307	3.9%	4.0%	135	172
White	6122	79.4%	2674	3448	5738	71.8%	2449	3289	5506	70.1%	72.6%	2367	3139	5488	69.8%	72.1%	2373	3115
Native Hawaiian or other Pacific Islander	6	0.1%	4	2	10	0.1%	6	4	11	0.1%	0.1%	7	4	16	0.2%	0.2%	9	7
Two or more races	129	1.7%	61	68	292	3.7%	130	162	282	3.6%	3.7%	119	163	261	3.3%	3.4%	111	150
Nonresident Alien	45	0.6%	19	26	139	1.7%	64	75	138	1.8%	1.8%	55	83	142	1.8%	1.9%	63	79
Did not self identify	42	0.5%	30	12	259	3.2%	129	130	260	3.3%		131	129	254	3.2%		136	118
Total	7706	100.0%	3366	4340	7997	100.0%	3435	4562	7849	100.0%	100.0%	3374	4475	7861	100.0%	100.0%	3404	4457

Source: EIS

	Headcount Increase	% Increase
Change in <u>Undergraduate</u> Students between 1011 and 1617	155	2.0%
<u>Undergraduate</u> Minority Students (including NRA)	577	37.4%

TABLE 3.2: Comparison Table for Graduate Students

	2010-2011				2014-2015				2015-2016					2016-2017				
	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	59	8.5%	14	45	93	12.0%	18	75	76	9.2%	9.9%	15	61	83	9.4%	9.9%	20	63
American Indian or Alaska Native	2	0.3%	1	1	2	0.3%	1	1	3	0.4%	0.4%	0	3	0	0.0%	0.0%	0	0
Asian	6	0.9%	1	5	10	1.3%	0	10	6	0.7%	0.8%	1	5	9	1.0%	1.1%	5	4
Hispanic/Latino	12	1.7%	4	8	22	2.8%	7	15	24	2.9%	3.1%	7	17	22	2.5%	2.6%	5	17
White	579	83.8%	180	399	575	74.4%	151	424	619	75.3%	80.5%	163	456	684	77.1%	81.8%	167	517
Native Hawaiian or other Pacific Islander	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0.0%	0	0	2	0.2%	0.2%	1	1
Two or more races	8	1.2%	1	7	14	1.8%	2	12	19	2.3%	2.5%	2	17	23	2.6%	2.8%	6	17
Nonresident Alien	16	2.3%	11	5	15	1.9%	4	11	22	2.7%	2.9%	6	16	13	1.5%	1.6%	4	9
Did not self identify	9	1.3%	2	7	42	5.4%	14	28	53	6.4%		10	43	51	5.7%		7	44
Total	691	100.0%	214	477	773	100.0%	197	576	822	100.0%	100.0%	204	618	887	100.0%	100.0%	215	672

Source: EIS

Headcount %
Increase Increase

Change in **Graduate**

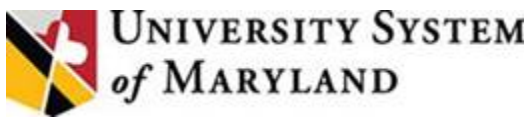
Students between
1011 and 1617

196 28.4%

Graduate Minority
Students (including
NRA)

49 47.6%

TOWSON UNIVERSITY



Towson University

2016-2017 Report on Institutional Programs of Cultural Diversity Annual Progress Report

Institutional Narrative

Towson University continues to remain committed to achieving inclusive excellence by advancing diversity and equity in the core mission of the institution. President Schatzel communicates regularly the vital role that diversity and inclusion plays in the role of the University preparing all of our students to be productive and successful employees in this 21st century global workforce.

TU's strategic Plan, TU 2020: A Focused Vision for Towson University now in its second year continues to focus on its goal of becoming a national model for diversity, inclusion and closing the achievement gap. The university has 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 population; (3) closing the achievement gap for first generation, low income and students from underrepresented population; (4) enhancing recruitment and retention of staff and faculty members from underrepresented population; and (5) supporting respectful and mutually beneficial community collaboration.

This year President Schatzel appointed Towson's first Vice President for Inclusion and Institutional Equity to support the university's mission of developing a strategic vision for the design, promotion, and delivery of best-practices of diversity, inclusion and cultural competency efforts across campus. This Vice President will oversee and lead the Office of Inclusion and Institutional Equity (formerly the Office of Diversity and Equal Opportunity). Resources have been allocated and organizational units have been established to support the ability of all members of TU's campus community to fulfill the mission of advancing cultural diversity on our campus. Additionally, the university's mission is supported by 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 Legal Affairs and Human Resources. These entities are responsible for assisting students, faculty and staff members in actualizing TU's Strategic Diversity Goals.

The institution's mission to improve its cultural diversity builds upon the ideals of inclusivity and collaboration across all divisions and departments which includes the involvement of students to ensure that decisions are made with thoughtful input to support our continued pursuit of the Strategic Plan. Over the past year, multiple committee's and councils have worked to continue the charge given by the President to establish and maintain an inclusive campus environment.

Table 1:

Information in this report highlights Towson University’s continued growth and success related to the recruitment of students from underrepresented populations, with a steady increase from fall 2015 to fall 2016. The numerous programs that the university supports to recruit and retain students are reported in the chart. The charts also highlight the ongoing and planned initiatives focused on the recruitment and retention of faculty and staff of underrepresented groups. Programming and development for faculty and staff is also provided in the charts, along with processes for responding to campus-based hate crimes/bias incidents.

Table 2.

Towson University continues to strive to build a more inclusive and culturally competent educational environment for all members of the community. As the diversity of the student, faculty and staff continues to increase, the university has attempted to develop and implement initiatives that will support the underrepresented members of our community. It becomes critically important that the university provide the necessary support to monitor the campus climate and to develop programs that will begin to develop a culturally competent campus environment.

The University Diversity Council (UDC) - formerly known as the President’s Diversity Coordinating Council (PDCC) - serves to address priority issues of equity, diversity and inclusion, while the TU Diversity Action committee (DAC) is composed of a cross section of members from the campus at large who support the strategic diversity goals, as well as make recommendations to the University Diversity Council. The committee is comprised of six working sub-committees with representation from faculty, students and staff that focus on campus climate, education and scholarship, hate/bias, presidential diversity awards and affinity group development.

The Center for Student Diversity, The Office for International Initiatives, and Disability Support Services continue provide programming and support for all members of the TU community. The table highlights the multitude of programs and events supported by these offices.

Evaluations along with focus groups on specific programs and initiatives are often disseminated to provide ongoing information to address strengths and challenges. The information is shared with the PDCC and the new VP for Inclusion and Institutional Equity.

Table 3.

Towson University remains committed to creating an inclusive and welcoming campus for all. The University continues to refine its multi-disciplinary coordinated response to any hate crimes and /or bias incidents. The Hate Crime/Bias Incident Working Group has worked on reviewing reported instances of hate crimes and /or bias incidents and determining best practices in response, adjudication or education when warranted, as well as identifying patterns to curtail the number of hate crimes and bias incidents.

2016-2017

TU INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT TEMPLATE

Section I:

1. **Institutional Plan:** Each institution should provide a summary narrative of its *Institutional Plan* to improve cultural diversity as required by Education §11-406, that includes a list of major *Institutional Goals*. *Institutional Goals* should address the following guidelines:
 - Efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.
 - Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.
 - Efforts and process for the reporting of hate-based crimes consistent with federal requirements.
2. **Implementation:** Each *Institutional Goal* will be reported in a Table designed for each goal. No additional narrative needed. Each Goal should stipulate strategies for implementation, metrics to measure how progress is being evaluated, indicators of success about how progress has been achieved, and areas when continuous improvement is needed for closing the loop. For purposes of illustration, we will assume that the institution has three Institutional Goals for its diversity program that are aligned with the three guidelines outlined in #1. above.

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

<p>Goal 1: Goal Statement addressing efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.</p> <p>Timeline for meeting goal within the diversity plan.</p>			
Detail all Implementation Initiatives and Strategies designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
<p>Enrollment Management</p> <p>College Bound: Work with all 14 College Bound schools in Baltimore City; high school visits, college fairs, and their symposium.</p> <p>B.E.S.T.: Host the “Starting the College Conversation” event each fall. Member of the B.E.S.T. affinity group.</p> <p>Middle Schools: We are re-working the focus of group tours offered to underrepresented populations. Same efforts going towards middle school visits, except the middle school plan is to target schools that we feel could use full-day visitation programs and are within a certain radius of campus.</p> <p>Work with seven schools to create relationships and pathways to TU.</p> <ol style="list-style-type: none"> 1. Baltimore Information and Technology Academy 2. Stadium Academy 3. Deer Park Middle Magnet School 4. Baltimore Collegiate School for Boys 5. Fallstaff Elementary/Middle School 6. Western High School 7. Baltimore Polytechnic Institute <p>Workshops: In high schools within Montgomery County that have a high population of students from underrepresented populations. We visit middle school and high school students, depending on the week. A number of similar</p>	<p>Fall 2011</p> <p>2,542 First-Time Students:</p> <p>African American 289 = 11.4%</p> <p>Hispanic 120 = 4.7%</p> <p>Two or More Races 104 = 4%</p> <p>White 1,848 = 73%</p> <p>1,841 Transfer Students:</p> <p>African American 265 = 14.4%</p> <p>Hispanic 131 = 7.1%</p> <p>Two or More Races 66 = 3.6%</p> <p>White 1,172 = 64%</p>	<p>Fall 2016</p> <p>2,750 First-Time Students:</p> <p>African American 498 = 18%</p> <p>Hispanic 239 = 8.7%</p> <p>Two or More Races 166 = 6%</p> <p>White 1,555 = 56.5%</p> <p>2,233 Transfer Students</p> <p>African American 488 = 22%</p> <p>Hispanic 191 = 8.5%</p> <p>Two or More Races 101 = 4.5%</p> <p>White 1,232 = 55.2%</p>	<p>Our number and percent of underrepresented students continue to increase.</p>

<p>workshops took place in both DC, PG, and Baltimore City.</p> <p>Admissions staff member works with CSD on organizing group tours when they want to see a component of CSD. Staff member is bilingual and has translated multiple admissions documents and publications into Spanish.</p> <p>Fischer College of Science and Mathematics: Towson Opportunities in STEM (TOPS) Program is available to incoming freshmen majoring in Science, Technology, Engineering, and Mathematics (STEM). The TOPS program currently targets students from underserved high schools in the Baltimore Metropolitan area with an interest in completing a Towson University STEM degree. The program provides students with the critical support that they need to succeed, including financial, social, mentoring, academic, and life-skill development. All incoming students begin the program by participating in a one-week summer program where they attend classes and workshops, take exams, write reports and give presentations. The TOPS Program was initially funded by a grant from the National Science Foundation (NSF). When the grant expired, a full-time position was created to sustain the program. TOPS student success interventions are measured against a specified control group created by Office of Institutional Research. During cohort years 2008 – 2015, an average of 71% of students in the control group retained STEM as a major versus 91% of TOPS students. TOPS students consistently maintained higher GPAs versus the control group.</p> <p>Disability Support Services (DSS):</p> <p>Will recruit and retain students with disabilities through the provision of accommodations and services that facilitate</p>	<p>All students</p> <table> <tr> <th>Fall term</th><th>Cohort size (=)</th><th>Fall to fall retention rate</th><th>6-year graduation rate</th></tr> <tr><td>2008</td><td>2,825</td><td>84%</td><td>68%</td></tr> <tr><td>2009</td><td>2,395</td><td>85%</td><td>70%</td></tr> <tr><td>2010</td><td>2,428</td><td>84%</td><td>71%</td></tr> <tr><td>2011</td><td>2,646</td><td>86%</td><td>n/a</td></tr> <tr><td>2012</td><td>2,483</td><td>86%</td><td>n/a</td></tr> <tr><td>2013</td><td>2,747</td><td>85%</td><td>n/a</td></tr> <tr><td>2014</td><td>2,711</td><td>86%</td><td>n/a</td></tr> <tr><td>2015</td><td>2,708</td><td>85%</td><td>n/a</td></tr> <tr><td>2016</td><td>2,750</td><td>n/a</td><td>n/a</td></tr> </table> <p>Track the number of students with disabilities who register with DSS each year.</p>	Fall term	Cohort size (=)	Fall to fall retention rate	6-year graduation rate	2008	2,825	84%	68%	2009	2,395	85%	70%	2010	2,428	84%	71%	2011	2,646	86%	n/a	2012	2,483	86%	n/a	2013	2,747	85%	n/a	2014	2,711	86%	n/a	2015	2,708	85%	n/a	2016	2,750	n/a	n/a	<p>TOPS Students</p> <table> <tr> <th>Fall term</th><th>Cohort size (=)</th><th>Fall to fall retention rate</th><th>6-year graduation rate</th></tr> <tr><td>2008</td><td>16</td><td>100%</td><td>63%</td></tr> <tr><td>2009</td><td>22</td><td>86%</td><td>64%</td></tr> <tr><td>2010</td><td>20</td><td>100%</td><td>75%</td></tr> <tr><td>2011</td><td>21</td><td>100%</td><td>n/a</td></tr> <tr><td>2012</td><td>18</td><td>94%</td><td>n/a</td></tr> <tr><td>2013</td><td>21</td><td>95%</td><td>n/a</td></tr> <tr><td>2014</td><td>20</td><td>100%</td><td>n/a</td></tr> <tr><td>2015</td><td>8</td><td>100%</td><td>n/a</td></tr> <tr><td>2016</td><td>18</td><td>n/a</td><td>n/a</td></tr> </table> <p><u># Students Registered with DSS (3-Year Trend)</u></p> <ul style="list-style-type: none"> Year 2016-17: 1,749 (5.1% increase over previous academic year) Year 2015-2016: 1,664 (8.9% increase over previous academic year) Year 2014-2015: 1,528 	Fall term	Cohort size (=)	Fall to fall retention rate	6-year graduation rate	2008	16	100%	63%	2009	22	86%	64%	2010	20	100%	75%	2011	21	100%	n/a	2012	18	94%	n/a	2013	21	95%	n/a	2014	20	100%	n/a	2015	8	100%	n/a	2016	18	n/a	n/a	<p>If resources allow, we would like to increase the number of underrepresented students participating in this program. It is very labor intense</p>
Fall term	Cohort size (=)	Fall to fall retention rate	6-year graduation rate																																																																																
2008	2,825	84%	68%																																																																																
2009	2,395	85%	70%																																																																																
2010	2,428	84%	71%																																																																																
2011	2,646	86%	n/a																																																																																
2012	2,483	86%	n/a																																																																																
2013	2,747	85%	n/a																																																																																
2014	2,711	86%	n/a																																																																																
2015	2,708	85%	n/a																																																																																
2016	2,750	n/a	n/a																																																																																
Fall term	Cohort size (=)	Fall to fall retention rate	6-year graduation rate																																																																																
2008	16	100%	63%																																																																																
2009	22	86%	64%																																																																																
2010	20	100%	75%																																																																																
2011	21	100%	n/a																																																																																
2012	18	94%	n/a																																																																																
2013	21	95%	n/a																																																																																
2014	20	100%	n/a																																																																																
2015	8	100%	n/a																																																																																
2016	18	n/a	n/a																																																																																

<p>equal educational opportunities. The number of students who register with DSS will increase each year.</p> <p>Disability Support Services (DSS): will track and maintain graduation rates for first-time, full-time, degree-seeking students who register with DSS in their first term by cohort, as compared to first-time, full-time, degree-seeking students who are not registered with DSS in their first term by cohort.</p> <p>Academic Affairs</p> <p>Recruitment of Faculty:</p> <p>Assistant Vice President for Diversity & Inclusion hired by the Office of the Provost on June 1, 2016 with primary responsibilities related to recruiting and retention URM faculty.</p>	<p>On an annual basis, DSS and the Office of Institutional Research will collaborate to track and monitor graduation rates starting in Fall 2006 for 4, 5 and 6 years.</p> <p>Increased representation of URM within tenured, tenure-track, and lecturer positions</p>	<p>(10.7% increase over previous academic year)</p> <p>Compare graduation rates starting in Fall 2006 for 4, 5 and 6 years between the two cohorts.</p> <p>The current data show that the average 4-year graduation rate for DSS students is lower than the average 4-year graduation rate for students not registered with DSS (37% as compared to 44%), but the gap narrows by 5 years (62% as compared to 64%) and is nearly closed by 6 years (67% compared to 68%). Notably, for the Fall 2010 cohort – the most recent cohort for which complete data is available – the 6-year graduation rate is the same for both DSS-registered students and non-DSS-registered students (71% compared to 71%). See the attached table for the most complete, up-to-date information.</p> <p>Reports prepared by Institutional Research provide demographic data highlighting representation within tenured/tenure-track, not tenured/ tenure track, and all faculty groupings.</p>	<p>Continue to track and increase the number of students who register with DSS annually</p> <p>Continue annually to track and maintain graduation rates for students registered with DSS. A goal for improvement is to close the graduation gap by 5 years rather than 6 years.</p> <p>Work is ongoing. Proposed actions, if approved and funded, would enhance TU's ability to increase positive outcomes.</p>
<p>Support of academic department chairs and members of faculty search committees. Resources: Outreach Plan Guidance, Exemplar Best Practices, Inclusive Language Guide for Vacancy Announcements, Interrupting Bias in the Faculty Search Process, and Guide to Developing Interview Questions. Ongoing meetings with faculty search committees.</p> <p>Monitor progress of faculty searches, several approval steps required.</p>	<p>Maintenance of existing representation of URM within tenured and tenure-track positions.</p>	<p>Data reports highlighting demographic representation within tenured and tenure-track job groupings.</p>	<p>Through ongoing work and discussions with faculty members, including periodic "check-in" meetings with new faculty members and proposed exit interviews, actions will continue to be taken to promote increased faculty retention.</p>

<p>Focus groups conducted with recently tenured faculty to identify why they came to TU and what support TU provided to tenure.</p> <p>Faculty Recruitment Marketing Plan developed. Includes memberships with Ph.D. Project and Nat'l Center for Faculty Development & Diversity.</p> <p>Search results monitored. Includes debrief with chairs of completed faculty searches to gather evidence regarding challenges and successes.</p> <p>Proposed: Revisions to hiring procedures to support diversity.</p> <p>Faculty Recruitment Incentive Program (FRIP) as a "Grow Your Own" program to increase representation of URM in tenure-track faculty positions.</p> <p>Retention of Faculty:</p> <p>Faculty mentoring: new tenure-track faculty receive mentoring at the departmental level.</p> <p>Five-year plan: new tenure-track develop and share with department chair a five-year plan for their successful advancement toward tenure.</p> <p>Meetings with recently-hired tenure-track faculty to "check-In" with them regarding their experiences.</p> <p>Institutional membership with the Nat'l Center for Faculty Development and Diversity (NCFDD). NCFDD is an independent center dedicated to helping faculty to thrive and succeed in the academy. NCFDD's Core Curriculum includes overcoming writing roadblocks, increasing productivity, managing stress, academic time management and work-life balance. Online programming includes weekly motivational emails, monthly webinars, multi-week courses, moderated writing challenges and mentor matches.</p>			
--	--	--	--

<p>Diversity Faculty Fellows (DFF) Program. This program supports 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 identify strategies to enhance institutional practices. DFF participants operate within in a community of scholars that fosters support of their success.</p> <p>Intergroup Dialogue is a process that brings together individuals from two or more social identity groups with a history of tension or conflict. The goals of IGD include: (1) creating sustained, face-to-face communication across groups; (2) raising social consciousness (e.g., about social inequalities, one's role in perpetuating these inequalities, and the personal impacts of these inequalities on oneself and others); and (3) building bridges across group differences and a commitment to work toward social justice together.</p> <p>Proposed: Faculty Exit Interviews to determine reasons for leaving and areas for improvement</p>			
<p>Student AffairsThe Center for Student Diversity (CSD): provides advocacy, support, initiatives and strategies to recruit and retain traditionally underrepresented and marginalized populations. The CSD offers "Signature Programs" including (1) Students Achieve Goals through Education (SAGE) Program, (2) SAGE Residential Community, (3) College Readiness Outreach Program (CROP), and (4) Community Enrichment and Enhancement Partnership (CEEP) Award.</p>		<p>Increase the recruitment and retention of students from underrepresented and underserved populations through partnerships and direct support services.</p> <p><i>Measure 1:</i> Increase percentage of participation in the Students Achieve Goals through Education (SAGE) Program with a 2.0 GPA to 100%.</p> <p>Targeted performance: 100% Percentage with a 2.0 GPA: 84% Number of respondents: 361</p> <p><i>Measure 2:</i> Increase the number of high schools from target populations reached through outreach efforts from previous year.</p> <p>Targeted Performance: 100% Increase in Targeted Students from Yr. Prior: Yes Number of Students Reached: 444*</p>	<p>CSD increased the number of SAGE mentees but did not increase staff, which may explain the decrease in students with GPA's over 2.0.</p> <p>CSD can enhance TU's outreach efforts to underrepresented and underserved populations. CSD added a Coordinator, Student Outreach & Retention and a Graduate Assistant, Student</p>

		<i>*Includes CROP mentees and high school visits.</i>	<p>Success Programs to help support the SAGE Program.</p> <p>CSD will coordinate outreach efforts across campus to maximize the college readiness, access, and recruitment of underrepresented and underserved populations.</p>
<p>International Student Services Developed recruitment strategies to connect and network with Education/Cultural Officials at Foreign Embassies-DC to recruit international sponsored students.</p> <p>Conducted recruitment visits of diverse countries, launched on-line campaigns in diverse languages and conducted information sessions for prospective students abroad. Enhanced services to retain international students in collaboration with sponsoring agencies, graduate studies and other university units.</p> <p>Increased cultural and educational programs to enhance cultural/global competencies among students, staff and faculty, integration of international students with domestic students and retention of international students from over 80 countries.</p>	<p>Add 3 new sponsors</p> <p>Increase diversity of international students.</p> <p>Initiation of specialized services for international students based on unique needs of diverse students.</p> <p>Offer 50 cross-cultural learning and educational programs</p>	<p>3 new sponsoring governments were added that impacted the number and diversity of sponsored students.</p> <p>Students from 3 new countries added. Applications from Central Asia and Africa Increased.</p> <p>Specific programs were added for international teaching assistants and graduate students.</p> <p>Established the International sponsored student service Office with the designated staff member/advisor.</p> <p>Initiated provisional admissions policy for students with limited English proficiency for their successful transition from the English Language Center (ELC) to university's graduate programs.</p> <p>Offered 82 cultural programs and events focusing on cross-cultural understanding, cultural competence, and global diversity. Due to the engagement of diverse university</p>	<p>Enhanced Outreach Plan to network with additional sponsoring agencies/foreign embassies will be refined to diversify the future international sponsored student population at the university.</p> <p>Countries/international student markets will be prioritized with specific metric and plan for each country. Plan to utilize technological tools and cost-effective methods to reach diverse international student markets will be enhanced.</p> <p>Research on the Best practices on international students' integration and retention will be enhanced and policies,</p>

		units and sponsorship, these programs were well-attended by students, faculty and staff.	practices and programs will be adopted to optimize current resources and units, diversify retention support services and enhanced opportunities for interaction between domestic and international students. Selected cultural and educational programs will be assessed to learn global/cultural competencies outcomes among student attendees. More workshops for faculty and staff focusing international students' needs, linguistic and cultural issues and support services will be developed and executed.
<p><i>Staff Recruitment and Retention</i> Continued analysis to determine goals for applicant pools. Identify potential gaps in meeting goals (applicant stage/pass qualifications state/interview stage/hire stage)</p> <p>Hired Outreach Employment Specialist to work attend job fairs and make connections with local organizations. Will continue to track metrics of sources that produce high quality applicants.</p> <p>Created Staff Employment Diversity Taskforce Partnered with local organizations (Baltimore Integrated Partnership and Humanim-</p>	<p>Evaluated: Data was evaluated to see at what stage TU lost a diverse applicant pool (according to AAP availability data)</p> <p>Data was evaluated to see sources that brought in the most qualified diverse applicants</p> <p>ECC Manager designed taskforce to get Hiring Managers to be advocates for diverse and inclusive search processes</p>	<p>Most outcomes showed that we were not getting a diverse applicant pool at the initial applicant stage, and the majority of the time that resulted in a non-minority applicant hire</p> <p>Data showed that sources that TU posted to 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.</p> <p>Post-meeting surveys show that Hiring Managers are thinking differently about</p>	<p>Areas of improvement: Build proficiency in new automation to use the reporting function at full capacity</p> <p>Continue to work with organizations to promote TU as a place to work.</p> <p>Need support in changing the TU hiring culture.</p>

<p>Established a pipeline for members of workforce training in Baltimore City and other minority organizations in which applicants are placed through contingent I positions. Outreach Employment Specialist developed online requisition for temporary assignment, conducted interviews, and identified candidates for hire.</p> <p>Continued presence at job fairs that reach minority and underserved populations- 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.</p> <p>ECC Manager on Advisory Board (and serve as graduation speaker) for the Workforce and Technology Center through the Department of Rehabilitation Services- Higher disclosure rate for applicants with disabilities; TU and DORS continued partnership</p> <p>-</p>	<p>ECC Manager works with local organizations to enhance TU's brand as a place to work. Will use Taleo's automation to consistently track applicant data to see if the efforts are reflected in applicant data.</p> <p>ECC continues to attend job fairs in order to reach minorities, veterans, and individuals with disabilities. Will use Taleo's automation to track the effectiveness in different job fairs in increasing minority applicants.</p> <p>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.</p>	<p>recruiting and want to be involved in outreach efforts. OHR staff attended athletics events at a hiring table targeting military personnel/veterans. More partnerships in Baltimore City; increased minority applicants</p> <p>TU conducting more outreach; increased minority applicants</p> <p>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.</p>	<p>Hiring Manager buy-in. Establishing and tracking effectiveness of each job fair.</p> <p>Continued education for hiring managers; new mechanisms to improve disclosure rate for applicants with disabilities</p>
--	---	---	--

For the 2016-2017 Programs of Cultural Diversity Report, institutions should submit a report by completing each one of the sections in this template.

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

Goal 2: Goal Statement addressing efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus. Timeline for meeting goal within the diversity plan.			
Detail all Implementation Initiatives and Strategies designed to create positive interactions and cultural awareness among students, faculty, and staff—including professional development programs for faculty and staff, curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
Academic Affairs:	Increased understanding and awareness of self, ability to foster positive interactions with individuals from	Reduction in reported bias incidents.	Since cultural awareness is a continuous process, existing educational programming

<p><i>January Conference:</i> Sessions on Intergroup Dialogue and Diversity Faculty Fellows to increase support and participation.</p> <p>Council of Chairs, Council of Chairs' Equity and Inclusion Subcommittee. Hosted book review of The Department Chair as Transformative Diversity Leader (Chun & Evans, 2015).</p> <p>Ongoing work with group to support diversity and inclusion.</p> <p>Dean's Annual Retreat - ½-day session, included: Getting to Know Self and Understand One's Social Identities and their Impact, Recognizing Privilege, and Advancing Diversity in their respective colleges.</p> <p><i>New Faculty Orientation – two sessions:</i> 1) Understanding One's Social Identities and their Impact, Cycles of Socialization and Liberation, Breaking Down Oppression by Interrupting Bias; 2) Managing Difficult Classroom Dialogues.</p> <p><i>Full professor Leadership Institute:</i> Review of Best Practices in Faculty Recruitment and proposed exit interview process.</p> <p>Intergroup Dialogues - ongoing academic course offerings.</p> <p>Ongoing meeting with faculty search committees regarding interrupting bias. Diversity and Inclusion Resources made available on website of the Office of the Provost. Establish specific metrics for next year's programming.</p>	<p>different social identity groups, ability to understand and support students from various cultural backgrounds</p>	<p>Increased planning and support for diversity and inclusion initiatives by academic leadership.</p>	<p>should continue. Future expansion of professional development offerings in support of diversity and inclusion should be incorporated into the offerings of TU's future Faculty Development Center.</p>
<p>The Center for Student Diversity (CSD): provides advocacy and support for underrepresented and marginalized populations and creates welcoming, inclusive campus environments.</p> <p>On-going programs and activities are sponsored by individual units within the CSD (Women's Resources, Latinx Student Development, Asian and Pacific Islander Student Development, African American Student Development, LGBTQ+ Student Development, Cultural Competency Education, and the Student Success Programs). Additionally, the CSD offers "Signature Programs" including (1) <i>Set It Off</i>, (2) <i>Retreat for Social Justice</i>, (3) fall and spring <i>Diversity Speaker Series</i>, (4) <i>Dr. Martin Luther King, Jr. Celebration</i>, (5) <i>Cultural Competency Workshop Series</i>, (6) <i>Steps to Success Series</i>, and (7) <i>Shut It Down</i>.</p>	<p><i>Set It Off:</i> a New Student Orientation event which targets incoming, diverse freshman and transfer students. Students have the ability to make network and learn about engagement opportunities available to include multicultural organizations, support services, and Greek-letter organizations. Participation: over 2,000 students</p> <p><i>Retreat for Social Justice:</i> this weekend retreat provides students with the opportunity to explore their cultural identities and interact with others from diverse backgrounds. Also, the Retreat for Social Justice Awareness Day sponsors an entire day of programs whereby retreat participants create opportunities to educate their peers about diversity and social justice issues. This year 62 students participated in the weekend retreat, including 56 diverse undergraduate and</p>	<p>Continue offering campus-wide Diversity Speaker Series, including one featured speaker each semester – one in fall 2016 and one in spring 2017.</p> <p>Fall 2016 - Targeted performance: 100% Number of speakers in fall: 1 <i>Jane Elliott</i> Spring 2017 Targeted performance: pending program on 4/17/17 Number of speakers in spring: 1 - <i>Jonathan Kozol</i></p> <p>Attendance will reach full capacity for each speaker in the fall and spring. Fall Targeted performance: 92% Fall attendance: 1,100</p>	<p>CSD programs contribute to the Division's Themes/Goals and Values by strengthening TU's commitment to diversity, providing a safe, inclusive, welcoming, and peaceful community respectful to all.</p> <p>CSD serves a large number of students through programs and events, however the capacity is limited by staff and space availability.</p> <p>CSD continues to bring culturally relevant speakers, educators, activists, and entertainers, giving students access to some of the world's most influential minds of our time.</p>

	<p>graduate students, 15 Counseling Psychology Program Masters students, and 6 student facilitators. The daylong program is pending on 4/15/17.</p> <p><i>The fall and spring Diversity Speaker Series:</i> each semester, the CSD brings culturally relevant speakers, educators, activists, and entertainers to campus. This program gives students, faculty, staff, alumni, and community members access to some of the world's most influential minds of our time. This year 1,100 participants attended the fall program featuring Jane Elliott and the spring program featuring Jonathan Kozol is pending on 4/17/17.</p> <p><i>Dr. Martin Luther King, Jr. Celebration:</i> this celebratory event honors the legacy of Dr. King and continues the conversation about social justice. This year 200 students attended the program featuring <i>Step Afrika</i>.</p> <p><i>Cultural Competency Workshop Series:</i> this interactive workshop series explores diversity's complex and dynamic dimensions. Three different workshops are offered each semester examining the intricacies of identity markers such as race/ethnicity, social class, gender/gender identity, sexual orientation, and ability/disability. This year 72 students, faculty, and staff have participated and two more workshops are pending on 3/29/17 and 4/19/17.</p> <p><i>Steps to Success Series:</i> these weekly, socio-educational programs focus on career planning, academic achievement, financial literacy, and sociocultural development for students. This year 1,400 students participated in fall 2016 and spring 2017 participation is pending.</p>	<p>Fall capacity: 1,200</p> <p>Spring attendance: pending program on 4/17/17</p> <p>Spring capacity: pending program on 4/17/17</p> <p>Total attendance: pending spring program on 4/17/17</p>	<p>CSD added an Associate Director, Cultural Competency Education to provide additional support for programs and events.</p>
--	---	--	--

• **Table 3: Reporting of Institutional Goal 3**

<p>Goal 3: Goal Statement addressing efforts and process for the reporting of hate-based crimes consistent with federal requirements.</p> <p>Timeline for meeting goal within the diversity plan.</p>			
Detail all Implementation Initiatives, Strategies, and campus processes for the reporting of hate-based crimes.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
<p>As a result of fall 2015 & spring 2016 meetings and forums with the TU community, Summer 2016 meetings generated improved protocol for response to reports of hate crimes and bias incidents.</p> <p><i>Reporting Options:</i></p> <p>All reports are sent to the Office of Inclusion (OI) with additional direct reporting to Towson University Police Department (TUPD). The Office of Inclusion may receive reports from various on and off campus entities to include the Office of Student Conduct and Civility Education (OSSCE), Department of Housing & Residence Life (HRL), Center for Student Diversity (CSD), International Student and Scholar Office (ISSO), and Towson University Police Department (TUPD).</p> <p>The Office of Inclusion & Institutional Equity (OIIE) acknowledges receipt of a report within 2 business days, and follows-up with the complainant / offender as appropriate. If necessary, OIIE refers the complaint to the appropriate office. The OIIE established collaboration with the OSCCE to utilize its reporting database with enhancements and modifications to capture bias incident and hate crime reports from specific on and off campus entities (students, staff, faculty, contract employees, non-affiliates)</p> <p><i>Reporting Process</i></p> <p>In cases of possible crimes, Towson University Police Department (Towson University Police Department) will conduct a preliminary investigation.</p> <p><i>Marketing Efforts</i></p> <p>A new webpage with revised link was established and added to OIIE's website www.towson.edu/notattu.html. Definitions and examples of bias incidents and hate crimes were created and added to the webpage.</p>	<p>Collection of data and demographics of reported incidents.</p> <p>Collection of information on response time.</p>	<p>Monthly aggregate reports generated for all bias incidents.</p> <p>Monthly meetings with TU Police Department to align number of incidents reported and follow-up actions/outcomes.</p> <p>Monthly Bias Incidents/Hate Crimes Work Groups meetings to review trends and recommend actions.</p>	<p>OIIE is exploring civility education to address non-bias incidents and hate crimes. Civility education would include components of conflict resolution, coaching, and restorative justice.</p>

Section II This section is dedicated for institutional demographic data, and will remain as it is in the current template. Data will be provided in three separate tables (Tables 4-6) for student, faculty, and staff demographic data, respectively. If needed, and to comply with length limitations, these Tables will be provided as an Appendix to the report.

Race/Ethnicity for Staff

Race / Ethnicity	Baseline: 2009-2010				2013-2014				2014-2015				2015-2016				2016-2017			
	#	%	Male	Female	#	%	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	281	18	123	158
American Indian or Alaska Native	3	0	3	0	2	0	2	0	1	0	1	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	41	3	18	23
Hispanic/Latino	18	1	12	6	28	2	16	12	37	2	21	16	37	2	22	15	34	2	20	14
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	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	1,148	72	517	631
Two or more races	N/A	N/A	N/A	N/A	6	0	4	2	11	1	8	3	8	1	4	4	12	1	4	8
Did not self identify	1	0	1	0	26	2	9	17	31	2	11	20	39	2	14	25	36	2	17	19
Foreign	14	1	4	10	2	0	0	2	4	0	0	4	1	0	0	1	0	0	0	0
Total:	1,471	100	637	834	1,546	100	678	868	1,587	100	714	873	1,549	98	692	857	1,555	98	702	853

Prepared By: TU Institutional Research: tb - 03-22-2017

Source: EIS, EDS

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

UNIVERSITY OF BALTIMORE



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

April 2017

Submitted by:

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

I. Report on Institutional Programs of Cultural Diversity

Table 1

2016-2017 USM Annual Report on Institutional Programs of Cultural Diversity

Summary Narrative of Cultural Diversity Plan and Institutional Goals

The University of Baltimore (UB) under the guidance of President Kurt Schmoke, UB's institutional Culture and Diversity Committee, and the various divisions within the University—has worked collaboratively to recruit and retain diverse students, staff, and faculty. The campus has also worked diligently to provide initiatives which create a diverse and inclusive campus community.

UB has experienced modest growth in diversity enrollments spurred by a number of innovative initiatives. Programs such as the Brotherhood, Mentorship, Achievement, Leadership, and Enterprise (BMALE) Academy program appear to have had a positive impact on retention. Targeting undergraduate men of color, BMALE worked directly with 45 students in Fall 15, and grew to 80 students by Fall 16. The BMALE students' average cumulative GPA increased from 2.52 in Spring 15 to 2.72 in Spring 16.

Furthermore, there has been an uptick in the four-year graduation rate for first-time, full-time, African American male undergraduate students. The first-time, full-time, African-American male cohorts who entered UB between fall 2009 and 2011 hovered between a 3% and 6% graduation rate. The first-time, full-time, African-American cohort that started in fall 2012 had an 11% four-year graduation rate. Similarly strategic efforts in the Law School such as the Fannie Angelos' Baltimore Scholars and the Charles Hamilton Houston Program (see Tables 1& 2) continue to drive enrollment growth and retention among minority law students. From 2015 to 2016, minority enrollments grew by 5.5% from 28% to 33.5%.

UB's gains in diversity of staff and faculty are varied. Minority staff made up 41.9 % of UB's staff in 2015. This number increased by 4.9% to 46.8% in 2016. The employment of African American staff increased from 35.9% in 2015 to 38.9% in 2016. At 61%, female employees continue to fill the majority of staff roles. Minority tenured/tenure track faculty remained relatively stable. They were 19.3% in 2015 and increased approximately 1% in 2016 to 20.1%. The percentage of minority faculty with other tenured status increased by 6.7% from 19.5% in 2015 to 26.2% in 2016. This is directly attributable to efforts by schools and colleges to diversify faculty in response to recommendations by the Culture and Diversity Committee.

In fall 2016, UB assessed climate for students, staff, and faculty. This is the first time in over 10 years that staff and faculty have been surveyed. The instrument measured perceptions of the campus related to diversity, inclusiveness, visibility, and treatment; personal attitudes and behaviors related to working with people from diverse backgrounds; perceptions of students, faculty/staff, and administration; and overall measures of learning and satisfaction with the institution. Analysis of student responses (13.4% response rate) indicates high levels of satisfaction with regard to personal attitudes and behaviors, perceptions of students, perceptions of staff, and work environment. Areas with lower levels of student satisfaction include perceptions of faculty, perceptions of administration, and campus safety. Overall analysis of the faculty/staff responses (39.1% response rate) indicates high levels of satisfaction with regard to perceptions of the institution, visibility, policies, co-curricular environment, and perceptions of faculty and staff. Areas with lower levels of faculty/staff satisfaction include perceptions of peers, perceptions of administration, and campus safety.

The results of the recent climate survey and the work of the Culture and Diversity Committee are foundational to the next iteration of UB's Diversity Plan. The handoff from the Committee to the Diversity Strategic Planning Team will occur in Summer 17. Table 2 narrative details a sampling of initiatives, programs and course offerings which are integral to UB's diversity and inclusion efforts.

I. Report on Institutional Programs of Cultural Diversity

Table 1

2016-2017 USM Annual Report on Institutional Programs of Cultural Diversity

Summary Narrative of Cultural Diversity Plan and Institutional Goals

University of Baltimore													
USM Goal Statement 1 UB Strategic Plan Goal 1: UB will enhance student success and career readiness through programmatic innovation, ongoing assessment of student learning, and expanded student support services. UB Strategic Plan Goal 2: UB 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. Objective 2.4: Improve student retention and progression rates.													
Detail all implementation Initiatives and Strategies designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved/ Indicators of Success									Areas where continuous improvement is needed		
Wide array of programs and services that are provided to students (see narrative).	Retention and Graduation Rates: First-Time, Full-Time, Degree-Seeking Freshmen Entering in Fall Semester.	Retention and Graduation Rates										More intentional and focused tracking and assessment of initiatives.	
		Cohort Year	Year	2007	2008	2009	2010	2011	2012	2013	2014		2015
		Retention Rates	2-Year	69%	82%	77%	78%	73%	67%	79%	71%		72%
		Enrolled	6-Year	37%	43%	32%	36%						
Make UB a veteran-friendly campus. Move Veterans Center to new more prominent location. Grow military connected population.	Maintain status as a military friendly institution. New central location of Center. Number of military-connected students at UB.	In Fall 2016 UB recognized as a top 10 Military Friendly Institution for schools under 10,000. Bob Parsons Veterans Center moved to 3rd Floor of Student Center to a larger more prominent space. Military-connected students at UB grew by 8.33% from 312 in Fall 2015 to 338 in Fall 2016.									Enhanced recruitment efforts.		
Expand outreach for city and regions growing Hispanic and Asian populations.	Expanded outreach for Hispanic Students.	Hispanic students 2.4% in 2011 to 4.4% in 2016.									Expand outreach: increase in two key feeder community colleges: PGCC and MC as well as Shady Grove Campus.		

I. Report on Institutional Programs of Cultural Diversity

Table 1

2016-2017 USM Annual Report on Institutional Programs of Cultural Diversity

Summary Narrative of Cultural Diversity Plan and Institutional Goals

University of Baltimore			
USM Goal Statement 1 UB Strategic Plan Goal 1: UB will enhance student success and career readiness through programmatic innovation, ongoing assessment of student learning, and expanded student support services. UB Strategic Plan Goal 2: UB 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. Objective 2.4: Improve student retention and progression rates.			
Detail all implementation Initiatives and Strategies designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
Partnered with Featherstone Foundation for IME Becas Grant of \$2000 merit awards for six UB Latino students.	Retention and Academic success metrics.	Retention and Academic success metrics.	Data to be collected.
Participated in Pa'Lante, a college readiness program for Hispanic/diverse students at Patterson High School. Coordinated presentations and campus visits.	60 students participating.	Conversion rate from Patterson High School to UB.	Data to be collected.
Partnered with Latino providers network to host 3rd annual college fair on UB campus.	Increase in participation.	91 students participated, representing a 45% increase.	Measure matriculation rate to UB.
BMALE Academy for men of color. Goal of supporting students' successful matriculation towards graduation.	Increase in participation, GPA and overall retention metrics.	Grew from 45 students in Fall 15 to 80 students in Fall 16; the BMALE students' average cumulative GPA moved up from 2.52 in Spring 15 to 2.72 in Spring 16; 87.5% retention rate.	Monitoring and intervening with under performers. Enhancing career development and developing post-graduation plans.
The Charles Hamilton Houston Scholars Program helps under-represented college freshmen and sophomores develop academic skills.	Increase law school diversity.	Increased minority students from 16% in 2007 to 33.5% in 2016.	Assess retention rates of students in Houston Scholars program.
The Fannie Angelos' Program selects eight Baltimore Scholars from HBCUs to attend the UB school of Law with full tuition.	Increase law school diversity.	Increased minority students from 16% in 2007 to 33.5% in 2016. 18 scholars were admitted to UB School of Law in Fall 2016 8 scholars were selected for the 2017 Baltimore Scholars Program.	Assess retention rates of students in the Baltimore Scholars Program

I. Report on Institutional Programs of Cultural Diversity

Table 1

2016-2017 USM Annual Report on Institutional Programs of Cultural Diversity

Summary Narrative of Cultural Diversity Plan and Institutional Goals

University of Baltimore			
USM Goal Statement 1 UB Strategic Plan Goal 1: UB will enhance student success and career readiness through programmatic innovation, ongoing assessment of student learning, and expanded student support services. UB Strategic Plan Goal 2: UB 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. Objective 2.4: Improve student retention and progression rates.			
Detail all implementation Initiatives and Strategies designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
UB engages in the retention of students through posted on campus work study and non-works study employment opportunities.	Employment fair attendance by students and prospective employers.	20 organizations that were in attendance at the Student Employment Career Fair, 46 students attended the fair and 17 received employment offers from the organizations that attended.	Assess the retention rate of students employed by UB. Assess retention of students in work study roles.
Expand dual enrollments for Baltimore City high school students through USM B-Power Initiative.	# of city students in College Readiness Academy in Fall 2016 # of city students registered for dual enrollments in spring 2017.	63 city students participated in the College Readiness Academy (84% completed/passed). 111 students registered for 3 credit dual enrollment course.	Measure matriculation rate to UB, specifically, and to college in general.
Leverage B-Power initiative to expand outreach to Baltimore City students.	Number of new activities.	Co-sponsoring working with the Center for Leadership Innovation, "Youth Leadership for Change: Leadership and Racism in Baltimore" 4/ 22. Hosting commencement ceremony for the Boys and Girls Club of Metropolitan Baltimore 5/ 25. Hosting the graduation ceremony for YO Baltimore! (Youth Opportunity Baltimore in the Mayor's Office of Employment Development) 6/ 21.	Increase in freshmen enrollments from Baltimore City high schools.

I. Report on Institutional Programs of Cultural Diversity

Table 2

2016-2017 USM Annual Report on Institutional Programs of Cultural Diversity

Description of efforts to create positive interactions and cultural awareness Among students, faculty, and staff

University of Baltimore			
USM Goal Statement 2 UB Strategic Plan Goal 6: The University of Baltimore will be a preferred workplace and destination of choice for faculty, staff, students, and alumni. Objective 6.4: Strengthen leadership and management with regard to implementing best practices for a preferred workplace; foster a commitment to employee appreciation and respect. Objectives 6.7: Continue to cultivate a community that values diversity, equity, and inclusion.			
Detail all Implementation Initiatives and Strategies designed to create positive interactions and cultural awareness among students, faculty, and staff- including professional development programs for faculty and staff, curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved/ Indicators of Success	Areas where continuous improvement is needed
Latin American Student Association hosted Hispanic Heritage Celebration.	Event attendance and evaluation.	67 registered members of LASA.	Utilize evaluation data to enhance future programs.
In collaboration with BB&T Bank, hosted DACA information Forum to educate UB staff, students, prospects and community members on DACA (Deferred Action for Childhood Arrivals).	Event attendance and evaluation.	41 community members and students participated.	Record participation from sponsors and from campus divisions as well as the number of students & HS counselors attending.
Title IX sexual misconduct, online training for all students, staff, and faculty,	Survey embedded in training module (Haven) to all student participants that complete the survey. A state-mandated survey of all students. Staff and faculty completion of mandatory training.	2,255 students that have registered to take the training, 1987 students have fully completed the training, as of 3/2/17. 4,960 students were invited to participate with a response rate of 16.7% (680 completed the survey). 93% of staff and faculty have completed training as of 4/7/17.	Continuous enforcement of training requirement through registration hold and messaging. Use of incentives for increasing voluntary survey participation. Incorporate Title IX training module into mandatory freshmen orientation.
<u>Kognito LGBTQ On Campus (F/S/S); Kognito Veterans on Campus (F/S); & Veterans on Campus: Peer Program</u> are online, interactive courses that help faculty, staff and students create a safer, more inclusive campus for at risk populations.	Pre and post assessment is embedded within the program Goals: Promote overall emotional wellness on campus.	367 students and 77 faculty members have completed 1 or more Kognito At Risk trainings.	Stronger program promotion.

I. Report on Institutional Programs of Cultural Diversity

Table 2

2016-2017 USM Annual Report on Institutional Programs of Cultural Diversity

Description of efforts to create positive interactions and cultural awareness Among students, faculty, and staff

University of Baltimore			
USM Goal Statement 2: UB Strategic Plan Goal 6: The University of Baltimore will be a preferred workplace and destination of choice for faculty, staff, students and alumni. Objective 6:4: Strengthen leadership and management with regard to implementing best practices for a preferred workplace; foster a commitment to employee appreciation and respect. Objectives 6.7: Continue to cultivate a community that values diversity, equity and inclusion.			
Detail all Implementation Initiatives and Strategies designed to create positive interactions and cultural awareness among students, faculty, and staff	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved/ Indicators of Success	Areas where continuous improvement is needed
Counseling Center-Diversity and Culture Student Dialogue regarding <i>"The "Executive Order Protecting The Nation From Foreign Terrorist Entry Into The United States."</i>	Short qualitative Post-Assessment of session to evaluate increased awareness of personal impact; understanding the views and experiences of diverse peers; consider new ways and resources for coping.	Qualitative data indicated: "good opportunity to share experience"; "being careful of assumptions and judging"; "need/want ways to become actively involved"; <i>"important to have a "safe space" but "Brave Spaces" are better. Diverse experiences can be shared."</i>	Improve assessment to better reflect learning outcomes.
Improve awareness of the UB creed and promote strategies for responding to difficult situations with respect.	Awareness-building campaign was engaged: included in Orientation and Welcome Events, on T-shirts, respect guide, creed display in Student Affairs Offices, respectful response training, a new Eubie Award.	500 students at orientation; 1000 Respectful Response Cards distributed; 600 T-shirts distributed, 180 F/S recited at Academic Welcome, 11 office displays, 247 participants in training; 39 twitters posts, 7 meetings to address civility w/individual students.	Enhance collaborations with Academic Affairs to further awareness efforts.
Student Affairs launched the Transgender Issues Work Group which includes faculty, staff and students from across the university.	Changes to overall campus climate and resources, services and supports for transgender faculty	Report with long and short term recommendations awaiting Executive Team approval.	Improve changing rooms in Gym; Allow students to indicate their preferred name on class rosters; Provide resources on UB website

I. Report on Institutional Programs of Cultural Diversity

Table 2

2016-2017 USM Annual Report on Institutional Programs of Cultural Diversity

Description of efforts to create positive interactions and cultural awareness Among students, faculty, and staff

USM Goal Statement 2: UB Strategic Plan Goal 6: The University of Baltimore will be a preferred workplace and destination of choice for faculty, staff, students and alumni. Objective 6.4: Strengthen leadership and management with regard to implementing best practices for a preferred workplace; foster a commitment to employee appreciation and respect. Objectives 6.7: Continue to cultivate a community that values diversity, equity and inclusion.			
Detail all Implementation Initiatives and Strategies designed to create positive interactions and cultural awareness among students, faculty, and staff	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved/ Indicators of Success	Areas where continuous improvement is needed
Diversity and Culture Center and Spotlight UB. African American Arts Festival-Annual 4-day festival in recognition of Black History Month featured various events. Open to UB & surrounding community.	Attendance data	The festival yielded over 68 attendees.	Continue to partner with Spotlight UB to offer this annual event, expand program offerings
Holidays Around the World Program invites students to host tables about their religious holidays and observances, students are encouraged to dress in their native wear.	Attendance data	8 countries represented. 85 students, faculty, staff attended the program. 10% increase from previous years program	Continue to offer this annual program, Increase the number of tables hosted by students.
Cultural Outing to National Museum of African American History and Culture Trip to recently opened museum in Washington, DC	Attendance data	32 students participated. Post event dialogue among participants	Host a formal debrief post program so that participants discuss their experiences
The Safe Space Ally Training 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.	Pre and post- test to demonstrate increased knowledge of LGBTQ issues, satisfaction data, attendance data	Attendees demonstrated Increased knowledge of LBGT issues and overall satisfaction with training; 29 students, faculty and staff were trained as LGBTQ allies in 2016	Expand the number of trainings offered annually and increase the number of trainers
Career Coach Training: Multi-lingual Speakers; Assistive Technology.	Career Coach knowledge related to special populations. Coaching Satisfaction surveys of special populations.	Career Coaches demonstrate special populations knowledge in mock coaching session Students will indicate satisfaction with special populations coaching and coach knowledge.	Continued training for coaching staff and partnerships with the Office of International Services & Center for Educational Access Survey special populations regarding coach knowledge.

I. Report on Institutional Programs of Cultural Diversity

Table 2

2016-2017 USM Annual Report on Institutional Programs of Cultural Diversity

Description of efforts to create positive interactions and cultural awareness Among students, faculty, and staff

University of Baltimore			
USM Goal Statement 2: UB Strategic Plan Goal 6: The University of Baltimore will be a preferred workplace and destination of choice for faculty, staff, students and alumni. Objective 6:4: Strengthen leadership and management with regard to implementing best practices for a preferred workplace; foster a commitment to employee appreciation and respect. Objectives 6.7: Continue to cultivate a community that values diversity, equity and inclusion.			
Detail all Implementation Initiatives and Strategies designed to create positive interactions and cultural awareness among students, faculty, and staff	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
Langsdale Library offered two summer research fellowships of up to \$5000 to graduate students to support archival research on structural inequality in Baltimore, to be conducted in Langsdale Library Special Collections.	Completion of research projects, attendance at public colloquium.	Upon completion of the summer program, the fellows presented their work at a public colloquium at UB, and submitted a copy of their research product to the Library for permanent retention in Special Collections. 45 people attended public colloquium.	Archival faculty provide research consultation with prospective applicants.
Philosophy colloquium series included speakers from diverse backgrounds and diverse philosophical and religious orientations.		Attendance data.	Increase cross-divisional collaboration. Better collection of attendance and evaluation data.
The M.S. in Applied Psychology program established international cross-cultural student exchanges and programs of study with Universities in Spain.	Participation numbers. Evaluated with SLOs for each course.	Number of students enrolled in the cross-institutional courses and the travel abroad course options.	Implement 'closing the loop' strategies based on assessment data.
Maryland Equity and Inclusion Leadership Program. Schaefer Center for Public Policy.	Use of data collected to satisfy SLOs for the courses (varies by semester); student satisfaction with the program. Student Satisfaction with the program.	Program assessment data.	Full program not yet completed. Data not yet available.

I. Report on Institutional Programs of Cultural Diversity

Table 2

2016-2017 USM Annual Report on Institutional Programs of Cultural Diversity

Description of efforts to create positive interactions and cultural awareness Among students, faculty, and staff

University of Baltimore			
USM Goal Statement 2: UB Strategic Plan Goal 6: The University of Baltimore will be a preferred workplace and destination of choice for faculty, staff, students and alumni. Objective 6.4: Strengthen leadership and management with regard to implementing best practices for a preferred workplace; foster a commitment to employee appreciation and respect. Objectives 6.7: Continue to cultivate a community that values diversity, equity and inclusion.			
Detail all Implementation Initiatives and Strategies designed to create positive interactions and cultural awareness among students, faculty, and staff	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved/ Indicators of Success	Areas where continuous improvement is needed
CAS Faculty Development: Participation in Mellon Foundation seminar "Democratizing Knowledge Institute – program on social justice in the academy, lead the MD State Legislature's Work Group on Accessibility and Technology; & The Maryland Historical Society's Baltimore Uprising 2015 Project.	Attendance data. Inclusion of experience in curriculum.	Number of faculty participants; presentations and reports by attendees to faculty at home campus.	Track and report faculty attendance. Inclusion of experience in curriculum.
Nine Spotlight UB Theatre Events offered covering a variety of diversity and inclusion pics (i.e. women's suffrage, race riots, and artists of color).	Attendance data and program evaluations.	Attendance data and program evaluations.	Increase cross-divisional collaboration. Utilize evaluation data to improve future programming efforts.
Six Hoffberger Center events covering a variety of topics: African American History & culture in Baltimore; History of BaltimoreAMP; Human Rights; LOVE Across the City; The Tradition of Black Message Music.	Attendance data and program evaluations.	Attendance data; incorporation of experience into curriculum of various courses.	Increase cross-divisional collaboration. Better collection of attendance and evaluation data.
Henry Morgenthau III Poetry reading from first book of poems published at age 100.	Attendance data.	Over 100 attendees.	Increase cross-divisional collaboration with organizations such as Student Events Board and Spotlight UB.

I. Report on Institutional Programs of Cultural Diversity

Table 2

2016-2017 USM Annual Report on Institutional Programs of Cultural Diversity

Description of efforts to create positive interactions and cultural awareness Among students, faculty, and staff

University of Baltimore			
USM Goal Statement 2: UB Strategic Plan Goal 6: The University of Baltimore will be a preferred workplace and destination of choice for faculty, staff, students and alumni. Objective 6.4: Strengthen leadership and management with regard to implementing best practices for a preferred workplace; foster a commitment to employee appreciation and respect. Objectives 6.7: Continue to cultivate a community that values diversity, equity and inclusion.			
Detail all Implementation Initiatives and Strategies designed to create positive interactions and cultural awareness among students, faculty, and staff	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved/ Indicators of Success	Areas where continuous improvement is needed
Second Chance Program: University of Baltimore (UB) was selected to participate in the U.S. Department of Education's Second Chance Pell Grant Experimental Sites Initiative. The objective is to provide post-secondary education to incarcerated students prior to release, therefore reducing likelihood of recidivism, and improving outcomes for educational and employment success. Classes are being offered at Jessup Correctional Facility.	Evaluated with SLOs for courses; Student making satisfactory progress in program.	Course assessment data; Transcript analysis; probation reports from program; 30 students currently enrolled.	New Initiative – collecting baseline data at present.
Vital Signs 14, comprehensive statistical portrait of Baltimore neighborhoods--Baltimore Neighborhood Indicators Alliance of Jacob France Institute within the Merrick School of Business.	Program tracks more than 100 indicators that "take the pulse" of neighborhood health and vitality.	Data in report help track how effective efforts are in improving outcomes for families & children.	Share the program with additional community organizations for their use.
University of Baltimore in collaboration with the City of Baltimore offers the University's City Fellows program.	Collect participant persistence data.	Five employees from the City of Baltimore received full scholarships. 4 of 5 are pursuing business degrees, 1 is pursuing an MPA.	Track retention and persistence data for program participants.
LLM – Laws of the United States (LOTUS). The School of Law offers an LLM in the Laws of the United States for foreign trained lawyers.	Enrollment data.	This year's students represent 27 different countries.	Continue the development of LLM-US policy and procedures to better align with JD program.

I. Report on Institutional Programs of Cultural Diversity

Table 2

2016-2017 USM Annual Report on Institutional Programs of Cultural Diversity

Description of efforts to create positive interactions and cultural awareness Among students, faculty, and staff

University of Baltimore			
USM Goal Statement 2: UB Strategic Plan Goal 6: The University of Baltimore will be a preferred workplace and destination of choice for faculty, staff, students and alumni. Objective 6:4: Strengthen leadership and management with regard to implementing best practices for a preferred workplace; foster a commitment to employee appreciation and respect. Objectives 6.7: Continue to cultivate a community that values diversity, equity and inclusion.			
Detail all Implementation Initiatives and Strategies designed to create positive interactions and cultural awareness among students, faculty, and staff	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved/ Indicators of Success	Areas where continuous improvement is needed
College for a Day - A pipeline program aimed at HS & CC students. Emphasis - how to obtain admission into college & how to be successful while attending.	Participants served.	The students visit campus to attend classes, speak with undergraduate/law admissions and tour the campus.	Assessment of knowledge gained by participants.
Fannie Angelos LSAT Prep Program provides an LSAT Prep program. Open to Bowie State, Coppin State, Morgan State, UMES, Towson, UB, Salisbury and the Universities at Shady Grove students and graduates. Participants receive a \$1399 grant to pay towards 16-week Princeton Review "LSAT Ultimate" course.	LSAT success, law school admission, law school graduation.	76 students have been admitted to law schools across the U.S. 43 students currently enrolled in law schools across the country: 26 at the University of Baltimore. 28 students have graduated from law schools across the U.S. 15 are members of the Maryland Bar.	Martial resources to add UB as another site for LSAT prep course addressing this barrier to law school admission.
The Human Trafficking Prevention Project is a new clinical project housed within the Civil Advocacy Clinic. Project focus: reducing the collateral consequences of criminal justice involvement for survivors of human trafficking.	Evaluated with SLOs for course; Number of clients served and services performed.	Course assessment data; Success in assisting client(s).	Expand outreach and representation for survivors.
CFCC's Truancy Court Program (TCP) - early intervention that addresses the root causes of truancy. Strictly voluntary on the part of students and their families, consists of ten weekly in-school meetings per session	Number of students and families served; number of schools in the program.	Number of students reducing truancy.	Refine training and support for program using evaluative materials.
LAW 570 BALTIMORE SCHOLARS PROGRAM (3) This course is limited to the eight undergraduate students from UMES, Morgan State, Coppin State and Bowie State who have been selected to participate in the Baltimore Scholars Program.	Evaluated with SLOs for course.	Course assessment data, acceptance into law school.	Incorporating assessment data and information to refine and enhance course.

I. Report on Institutional Programs of Cultural Diversity

Table 2

2016-2017 USM Annual Report on Institutional Programs of Cultural Diversity

Description of efforts to create positive interactions and cultural awareness Among students, faculty, and staff

University of Baltimore			
USM Goal Statement 2:			
UB Strategic Plan Goal 6: The University of Baltimore will be a preferred workplace and destination of choice for faculty, staff, students and alumni.			
Objective 6.4: Strengthen leadership and management with regard to implementing best practices for a preferred workplace; foster a commitment to employee appreciation and respect. Objectives 6.7: Continue to cultivate a community that values diversity, equity and inclusion.			
Detail all Implementation Initiatives and Strategies designed to create positive interactions and cultural awareness among students, faculty, and staff	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved/ Indicators of Success	Areas where continuous improvement is needed
The College of Arts and Sciences hosts a variety of faculty sponsored and hosted readings, presentations and musical performances such as Readings by D. Watkins and Steven Leyva; "World History through Music: Andean Music Concert; Public lecture by Ibram X. Kendi, author of Stamped from the Beginning: The definitive History of Racist ideas in America.	Attendance data and event evaluation.	Attendance data.	Increase cross-divisional collaboration. Better collection of attendance and evaluation data.
Class trips to: National Museum of African American History and culture; Baltimore's Immigration Museum; Maryland Commission on Civil rights.	Evaluated with SLOs for each course.	All trips were fully subscribed; experiences were integrated by students into their classroom experience.	Better collection of attendance and evaluation data. Implement 'closing the loop' strategies based on assessment results.
IDIA 630 –Information Architecture: class included a unit on developing web sites that are fully accessible for users with disabilities.	Evaluated with SLOs for course.	Course assessment data.	Extension of instruction on usability for users with challenges to additional courses in the curriculum.
"Policing Communities of Color" Schaefer Center Panel.	Attendance data.	100+ individuals attended.	Collect survey data.
Co-sponsored (with Associated Black Charities) Legislative Policy Forums.		Attendance data.	Track attendance and collect survey data.
Merrick School of Business Global Field Studies/Study Abroad – Ghana (Jan 2017); Berlin International Summer School Exchange Program (Summer 2016).	Participation, case studies and learning outcomes.	13 students worked with entrepreneurs at four digital start-ups to address real business challenges	Implement 'closing the loop' strategies based on assessment results.

II. Demographic Tables

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 Office of Community Life 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 2016-17.

University of Baltimore
No Campus-based hate crime and bias motivated incidents were reported in AY2016-17.

II. Demographic Tables

Table 6 - Staff: The employment of African-American staff over the last 7 years has varied only slightly from an average of 36.4%. The employment of African-American staff increased from 35.9% in 2015 to 38.9% in 2016. The staff racial distribution largely reflects that of the State of Maryland. At 61%, female employees continue to fill the majority of staff roles.

University of Baltimore

	Table 6: Staff																																			
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013				2013-2014				2014-2015				2015-2016				2016-2017			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female				
African-American/Black	231	39.1%	65	166	207	34.3%	59	148	228	37.1%	59	169	220	36.3%	63	157	196	34.8%	56	140	196	34.3%	54	142	211	36.5%	61	150	188	35.9%	58	130	199	38.9%	62	137
American Indian or Alaskan Native	1	0.2%	1	0	1	0.2%	1	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Asian	15	2.5%	8	7	15	2.5%	9	6	17	2.8%	9	8	20	3.3%	12	8	18	3.2%	11	7	19	3.3%	11	8	19	3.3%	13	6	18	3.4%	11	7	21	4.1%	12	9
Hispanic/Latino	8	1.4%	3	5	9	1.5%	3	6	9	1.5%	4	5	9	1.5%	4	5	12	2.1%	5	7	12	2.1%	4	8	17	2.9%	8	9	8	1.5%	5	3	9	1.8%	6	3
White	335	56.7%	144	191	330	54.7%	144	186	340	55.3%	150	190	338	55.8%	147	191	322	57.1%	138	184	321	56.1%	133	188	315	54.5%	129	186	296	56.5%	126	170	256	50.1%	105	151
Native Hawaiian or Pacific Islander	0	0.0%	0	1	0	0.0%	0	0	1	0.2%	0	1	1	0.2%	0	1	1	0.2%	0	1	1	0.2%	0	1	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	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	10	2.0%	6	4
Did not Self identify	1	0.2%	0	0	41	6.8%	32	9	18	2.9%	9	9	14	2.3%	7	7	12	2.1%	3	9	21	3.7%	9	12	10	1.7%	2	8	8	1.5%	3	5	16	3.1%	7	9
Total	591	100.0%	221	370	603	100.0%	248	355	615	100.0%	232	383	606	100.0%	235	371	564	100.0%	214	350	572	100.0%	212	360	578	100.0%	216	362	524	100.0%	207	317	511	100.0%	198	313

**UNIVERSITY OF MARYLAND,
BALTIMORE**



2016-2017

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT TEMPLATE

For the 2016-2017 Programs of Cultural Diversity Report, institutions should submit a report by completing each one of the sections in this template.

Section I:

1. **Institutional Plan:** Each institution should provide a summary narrative of its *Institutional Plan* to improve cultural diversity as required by Education §11-406, that includes a list of major *Institutional Goals*. *Institutional Goals* should address the following guidelines:
 - Efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.
 - Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.
 - Efforts and process for the reporting of hate-based crimes consistent with federal requirements.

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.

The University is committed to a culture that is enriched by diversity and inclusion, in the broadest sense, in its thoughts, actions, and leadership. UMB specifically lists “Diversity” as one of its seven core values¹. 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, 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 2016 progress report highlights some of the activities that have occurred and others for which planning has begun. With the expiration of the 2011-2016 UMB Strategic Plan³ on July 1, 2016, UMB is transitioning to the 2017-2021 strategic planning process⁴. The newest themes have been identified and the fourth theme of the Strategic Plan, Inclusive Excellence, will provide the framework for UMB’s institutional plan to improve cultural diversity. Furthermore, the theme of Inclusive Excellence aims to address the strategic objective to foster an environment that recognizes and values each member of the UMB community, enabling members to function at their highest potential to achieve their personal and professional goals. Additionally, the following strategic outcomes have been identified:

1. Opportunities at UMB that enable faculty, staff, and trainees to excel and advance in their careers.
2. Faculty, staff, trainees, and students who are culturally competent in their engagement with each other and those they serve and lead.
3. Access to a comprehensive support network at UMB that is responsive and nurturing in promoting work-life and academic-life balance for faculty, staff, trainees, and students.
4. An inclusive environment that embraces, celebrates, and promotes UMB’s diversity.

¹ <https://www.umaryland.edu/president/core-values/>

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

³ <http://www.umaryland.edu/about-umb/strategic-plan/2011-2016-strategic-plan/>

⁴ <http://www.umaryland.edu/about-umb/strategic-plan/themes/>

As part of the Strategic Plan implementation process, the academic and administrative units of UMB have been charged with the creation of Strategic Goals to support the Strategic Outcomes outlined above. The creation of these Strategic Goals and the associated metrics is currently underway.

While the Strategic Planning process has been underway the Diversity Advisory Council has taken an active role in supporting the core value of diversity. During this reporting cycle they have been responsible for the following:

- Hiring a diversity and inclusion distinguished fellow to develop and operationalize initiatives promoted by the Diversity Advisory Council
- Administering a University-wide diversity and inclusion assessment to establish a baseline from which to build programs and initiatives
- Establishing a speakers series to assist in bringing notable speakers to address cultural diversity
- Creating various sub-committees to address voids related to resources, education, training and event communication
- Establishing a stronger web presence and serving as a repository for events, programs, and trainings with the goal of improving cultural diversity

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, the National Black Pre-Law Conference, LatinoJustice(PRLDEF), National Association of Medical Minority Educators, CURE Scholars, 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 SNDA (Student National Dental Association) has assisted in forming an undergraduate chapter, known as USNDA, at UMCP, Salisbury, and Johns Hopkins. These chapters are fairly new having been established only four years ago with the goal of promoting the profession of dentistry to underrepresented communities by empowering undergraduate students to participate in community service activities that introduce younger students to the field of dentistry.

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 Plan⁵ that assists leaders in developing a representative workforce. The Affirmative Action Plan focuses on our efforts

⁵ Affirmative Action Report <https://www.umaryland.edu/oac/areas-of-responsibility/eeo-and-affirmative-action/affirmative-action/>

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.

2. **Implementation:** Each *Institutional Goal* will be reported in a Table designed for each goal. No additional narrative needed. Each Goal should stipulate strategies for implementation, metrics to measure how progress is being evaluated, indicators of success about how progress has been achieved, and areas when continuous improvement is needed for closing the loop. For purposes of illustration, we will assume that the institution has three Institutional Goals for its diversity program that are aligned with the three guidelines outlined in #1. above.

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

Goal 1: Goal Statement addressing efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty. Timeline for meeting goal within the diversity plan.			
Detail all Implementation Initiatives and Strategies designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
1 Opportunities at UMB that enable faculty, staff, and trainees to excel and advance in their careers. 1.1 This Creation of a Career Development Manager position charged with providing current staff with career counseling to enable them to advance at the university. 1.2 Creation of a community referral program aimed at ensuring interviews for community members who meet the minimum qualifications for UMB positions 1.3 The School of Nursing offers staff/faculty professional development programs every fifth Monday	1.1 Number of interviews granted to community members who meet the minimum qualifications 1.2 Number of interviews granted to community members who meet the minimum qualifications 1.3 Number of programs; Number of participants	1.1 Year one of implementation – no data to report 1.2 Year one of implementation – no data to report 1.3 Two (2) sessions; 167 participants	1.1 Needs assessment of program participants and identification of any barriers that may impact promotion/advancement 1.2 Needs assessment of program participants and identification of any barriers that may impact meeting qualifications 1.3 n/a
2 Access to a comprehensive support network at UMB that is			

<p>responsive and nurturing in promoting work-life and academic-life balance for faculty, staff, trainees, and students.</p> <p>2.1 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)</p> <p>2.2 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.</p> <p>2.3 The School of Dentistry offers cultural competence lecture to students</p> <p>2.4 The School of Dentistry monitors the number of received applications from traditionally underrepresented groups</p> <p>2.5 The Cary School of Law is dedicated to outreach to racially and ethnically diverse students from the target audience of LSAC’s DiscoverLaw.org campaign⁶</p> <p>2.6 Commitment to diversity of perspectives - shaped by economic or cultural background, by race, by gender, by sexual orientation, by disability and by philosophical outlook</p>	<p>2.1 Demographics on current employees</p> <p>2.2 Number of accomplishments (programs, initiatives, climate survey, number of faculty recruited)</p> <p>2.3 Number of participants</p> <p>2.4 Number of applicants compared to nation pool of applicants</p> <p>2.5 Ranking on Top 10 Diversity Matters Award</p> <p>2.6 Admissions data</p>	<p>2.1 Racial/ethnic make-up of tenure track faculty (TTF) has remained relatively steady (6.25% increase Asian TTF; Racial/ethnic make-up of Non-tenure track faculty (NTF) experienced increases in some areas (African American/Black – 5% increase; Hispanic/Latino NTF increased by 12.5%; NTF who indicated two or more races increased my 13%); Racial/ethnic make-up of staff experienced increases (African American/Black 33.21% compared to 31.76%, Asian 9.26% compared to 8.9%, two or more races 1% compared to .77%, Hispanic/Latino stayed at 2.11%)</p> <p>2.2 The School of Social Work currently uses an infusion model which requires that all courses include a diversity/cultural component</p> <p>2.3 134 students have participated this year</p> <p>2.4 Significant percentage of national pool applies to UMB School of Dentistry (African American/Black 32%, Hispanic/Latino 21%, and American Indian 38%)</p> <p>2.5 Ranked 8th (compared to all law schools in the country)</p>	<p>2.1 Racial/ethnic make-up of tenure track faculty (TTF) has remained relatively steady; however, African American/Black TTF experienced a 10% decrease compared to 2.5% decrease in White TTF; 6.25% increase Asian TTF; Racial/ethnic decreases in NTF (American Indian/Alaska Native decreased from 3 to 1 NTF; Asian NTF decreased by 2%; white NTF still makeup 65% of the NTF population and experienced a 2.5% increase); Racial/ethnic make-up of staff experienced decreases (American Indian Alaska Native .14% compared to .21%, Hispanic/Latino % compared to 8.9%, two or more races 1% compared to .77%)</p> <p>2.2 n/a</p> <p>2.3 Offer lecture in other schools</p> <p>2.4 a deeper analysis into the number of students that complete applications, the number of students that receive offers, and ultimately the number of students that matriculate</p>
--	--	--	---

⁶ LSAC’s DiscoverLaw.org campaign <http://www.discoverlaw.org/about-discoverlaw.asp>

		2.6 1/3 rd of entering class is comprised of traditionally underrepresented minority groups	2.5 n/a 2.6 n/a
--	--	--	--------------------

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

Goal 2: Goal Statement addressing efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus. Timeline for meeting goal within the diversity plan.			
Detail all Implementation Initiatives and Strategies designed to create positive interactions and cultural awareness among students, faculty, and staff—including professional development programs for faculty and staff, curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
<p>3 Faculty, staff, trainees, and students who are culturally competent in their engagement with each other and those they serve and lead.</p> <p>3.1 Issued the first campus climate survey to faculty and staff which examined climate by using an Inclusiveness Index.</p> <p>3.2 Issued the first campus climate survey to students which examined climate by using an Inclusiveness Index.</p> <p>3.3 Formation of a Community of Practice work group aimed at identifying all of the individuals on campus currently facilitating trainings related to diversity, cultural competence and inclusion.</p> <p>3.4 Reinventing the Safe Space training programs by inviting students, faculty and staff to participate in the train-the-trainer program thus allowing them to serve as facilitators for the initiative.</p> <p>3.5 Continuation of the President's Student Leadership Institute Cultural Competence track (co-curricular program for students)</p> <p>3.6 Launching of the Diversity Advisory Council's Speaker's Series</p>	<p>3.1 UMB faculty/staff Inclusiveness rating</p> <p>3.2 UMB student Inclusiveness rating</p> <p>3.3 The sharing and cross-training of various evidence-based approaches to teaching diversity, inclusion and cultural competence</p> <p>3.4 Number of Safe Space trainers trained; Number of programs offered</p> <p>3.5 Number of students enrolled in this track</p> <p>3.6 Number of sessions speakers series hosted; build list of speakers</p> <p>3.7 Creation of website</p>	<p>3.1 Year one of implementation – no comparative data to report; Campus employee resource groups are beginning to form with the intention of communicating their shared experience with University administration to promote a greatly understanding of the perspectives of minority groups.</p> <p>3.2 Year one of implementation – no comparative data to report; affinity/resource student organizations continue to be very active on campus</p>	<p>3.1 Finalization of communications strategy; Conduct qualitative interviews to gain a better understanding of high and low feelings of staff/faculty inclusiveness.</p> <p>3.2 Finalization of communications strategy; Conduct qualitative interviews to gain a better understanding of high and low feelings of student inclusiveness.</p>

<p>3.7 Creating a central website for all diversity, cultural competence and inclusion trainings, programs, and events⁷</p> <p>3.8 Continued offering of American Sign Language program through centralized student affairs</p> <p>3.9 Continued offering of Poverty simulation through centralized student affairs</p> <p>3.10 Creation of university-wide Ombudsperson position to assist employees and departments with conflict management and creating safe spaces on campus</p> <p>3.11 The School of Social Work has a faculty and staff Anti-Oppression committees</p> <p>3.12 The School of Social Work offers Anti-Oppression and anti-racism workshops</p> <p>3.13 School of Social Work created a SSW Responds webpage to provide updates and resources related to current events and policies⁸</p> <p>3.14 Human Resources introduces Diversity 101 training</p> <p>3.15 The School of Medicine offers a Social Justice track for MD students</p> <p>3.16 The School of Medicine offers Medical Spanish course</p>	<p>3.8 Number of classes offered; number of participants per AY</p> <p>3.9 Number of simulations offered; number of participants per AY</p> <p>3.10 Creation and filling of position</p> <p>3.11 Creation of committees</p> <p>3.12 Number of workshops offered; number of participants</p> <p>3.13 Click through rates/website usage analytics</p> <p>3.14 Number of occurrences; number of participants</p> <p>3.15 Number of students accepted into the track</p> <p>3.16 Number of students enrolled</p>	<p>3.3 Year one of implementation – no comparative data to report</p> <p>3.4 10 Safe Space sessions were offered (compared to 2 sessions in AY2016; 20 new trainers were trained (compared to 0 new trainers)</p> <p>3.5 25 students are enrolled, compared to 22 in AY2016</p> <p>3.6 1 session in the series was offered, year one of implementation so no comparative data is available; DAC has compiled a list of potential speakers</p> <p>3.7 Successful creation of website; diversity, inclusion and cultural competence calendar events are coded to be pulled to this webpage</p> <p>3.8 2 sessions offered compared to 1 in AY2016; 21 participants compared to 15 in AY2016</p> <p>3.9 There were 5 simulations offered compared to 4 sessions offered; 393 participants compared to 281 in AY2016</p> <p>3.10 Position was created and filled</p> <p>3.11 The committees have been created and meet regularly</p> <p>3.12 One (1) workshop was offered; 45 participants</p>	<p>3.3 Communication of the various existing trainings across campus</p> <p>3.4 n/a</p> <p>3.5 Partner with schools to increase participants from various disciplines</p> <p>3.6 Continue to build upon the list of potential speakers</p> <p>3.7 n/a</p> <p>3.8 n/a</p> <p>3.9 n/a</p> <p>3.10 n/a</p> <p>3.11 Determine if there is a way to expand for entire campus</p> <p>3.12 Hold the 2.5 day workshop on a weekend so more staff, faculty, and students can attend or brand as general professional development similar to any professional organization conference so students, faculty, and staff are encouraged to attend during the workweek</p> <p>3.13 Issue a communications plan to inform</p>
---	--	---	--

⁷ Diversity Advisory Council event's website <https://www.umaryland.edu/diversity/>

⁸ SSW Responds webpage <https://communications64.wixsite.com/mysite/current-issues>

		(which is the capacity for the workshop) 3.13Year one of implementation – no comparative data to report 3.14One (1) occurrence; 20 participants 3.15Fifteen (15) students accepted – that is the capacity 3.16Number of accepted students has remained consistent	students, faculty and staff of resources available on the website; replicate website for University use 3.14n/a 3.15Explore the capacity of this track= 3.16n/a
<p>4 An inclusive environment that embraces, celebrates, and promotes UMB's diversity.</p> <p>4.1 Continuation of the Diversity Celebrations through Student Affairs</p> <p>4.2 Continuation of the University's MLK/Diversity Awards</p> <p>4.3 Creation of dean for diversity and inclusion in the Schools of Law, Medicine, and Nursing</p> <p>4.4 Creation of diversity and inclusion position in centralized Student Affairs</p> <p>4.5 Creation of new and further marketing of existing all-gender restrooms and locker rooms⁹</p> <p>4.6 The School of Nursing launches a diversity book club</p>	<p>4.1 Number of events under this initiative and number of total attendees</p> <p>4.2 Number of awards distributed</p> <p>4.3 Creation of and continued existence of diversity & inclusion positions in the Schools of Law, Medicine, & Nursing</p> <p>4.4 Creation of and continued existence of diversity & inclusion position in centralized Student Affairs</p> <p>4.5 Number of all gender restrooms and locker rooms; online list with locations; communication of</p>	<p>4.1 63 Events; 1,062 attendees from July 1, 2016 – March 31, 2017; Number of programs increased by 19% from AY2016; Number of attendees increased by 17% since AY2016</p> <p>4.2 Number of recipients has remained consistent</p> <p>4.3 Positions filled in the Schools of Law, Medicine, & Nursing</p> <p>4.4 Position filled in centralized student affairs</p> <p>4.5 Additional all gender restrooms were opened; School of Nursing hosted a grand opening event for their new all gender restroom – 50 people attended; list of all gender restrooms is available online; on 2/24/17 a letter</p>	<p>4.1 Continue to offer programs based on expressed need of students, faculty and staff; refer to campus climate survey results to determined identified areas of improvement</p> <p>4.2 n/a</p> <p>4.3 n/a</p> <p>4.4 n/a</p> <p>4.5 Create an interactive online map of the campus that includes information about all gender restrooms and locker rooms, create a de-stigmatization campaign around all gender facilities;</p>

⁹ All Gender Restrooms <https://www.umaryland.edu/diversity/resources/all-gender-bathrooms/>

	university's stance on upholding right to use restroom matching one's gender identity or all gender restroom 4.6 Number of members	was sent to all students regarding the UMB's support of the right to use restrooms and locker rooms that align with one's gender identity 4.6 Twenty (20) members	standardize the visual labeling of all gender restrooms 4.6 Consider expanding university-wide
--	---	--	---

• **Table 3: Reporting of Institutional Goal 3**

Goal 3: Goal Statement addressing efforts and process for the reporting of hate-based crimes consistent with federal requirements. Timeline for meeting goal within the diversity plan.			
Detail all Implementation Initiatives, Strategies, and campus processes for the reporting of hate-based crimes.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
1.1 All hate-based crimes are reported through UMB's Police Force. In 2015, there were no reported incidents.	1.1 Number of hate crimes reported	1.1 No hate crimes reported	1.1 n/a

Section II

This section is dedicated for institutional demographic data, and will remain as it is in the current template. Data will be provided in three separate tables (Tables 4-6) for student, faculty, and staff demographic data, respectively. If needed, and to comply with length limitations, these Tables will be provided as an Appendix to the report.

Appendix A

Table 4: Student Demographic Information

Students by Race and Gender						
Year		Race	Total	Pct	Gender	
					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
<hr/>						
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
			<hr/>			
	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
			<hr/>			
	Total		6349		1849	4500
<hr/>						
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
<hr/>						
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
			<hr/>			
	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
			<hr/>			
	Total		6284		1816	4468
<hr/>						
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
2016	Undergraduate	African American/Black	166	18.3%	139	27
		American Indian/Alaska Native	1	0.1%	.	1
		Asian	136	15.0%	115	21
		Hispanic/Latino	53	5.9%	48	5
		International	18	2.0%	15	3
		Not Reported	12	1.3%	8	4
		Two or More Races	32	3.5%	26	6
		White	487	53.8%	425	62
			905		776	129
	Graduate	African American/Black	950	17.0%	733	217
		American Indian/Alaska Native	8	0.1%	7	1
		Asian	897	16.1%	599	298
		Hispanic/Latino	347	6.2%	250	97
		International	268	4.8%	171	97
		Not Reported	88	1.6%	60	28
		Other Pacific Islander	3	0.1%	1	2
		Two or More Races	172	3.1%	122	50
		White	2844	51.0%	1923	921
	5577		3866	1711		
Total		6482		4642	1840	

Appendix B

Table 5: Faculty Demographic Information

Employees by Employee Type, Race, and Gender

Employee Type	Year	Race	Total	Pct	Gender	
					F	M
Tenured/Tenure-Track	2009	African American	34	5.76%	14	20
		Asian/Pacific Islander	77	13.05%	19	58
		Hispanic	15	2.54%	4	11
		Native American	2	0.34%	1	1
		White	462	78.31%	136	326
			590		174	416
	2010	African American/Black	30	5.26%	12	18
		American Indian/Alaska Native	2	0.35%	1	1
		Asian	77	13.51%	15	62
		Hispanic/Latino	15	2.63%	5	10
		Other Pacific Islander	1	0.18%	.	1
		White	445	78.07%	133	312
			570		166	404
	2011	African American/Black	29	5.14%	12	17
		American Indian/Alaska Native	2	0.35%	1	1
		Asian	80	14.18%	16	64
		Hispanic/Latino	14	2.48%	5	9
		Not Reported	1	0.18%	1	.
		Other Pacific Islander	1	0.18%	.	1
		White	437	77.48%	135	302
			564		170	394
	2012	African American/Black	31	5.54%	13	18

	American Indian/Alaska Native	2	0.36%	1	1
	Asian	82	14.64%	17	65
	Hispanic/Latino	12	2.14%	4	8
	Not Reported	1	0.18%	1	.
	White	432	77.14%	135	297
		560		171	389
<hr/>					
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
<hr/>					
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
<hr/>					
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
<hr/>					
2016	African American/Black	27	5.23%	13	14
	American Indian/Alaska Native	3	0.58%	1	2
	Asian	86	16.67%	18	68

Hispanic/Latino	9	1.74%	2	7
Not Reported	1	0.19%	.	1
White	390	75.58%	133	257
	516		167	349

Employees by Employee Type, Race, and Gender

Employee Type	Year	Race	Total	Pct	Gender	
					F	M
Non-Tenure Track*	2009	African American	204	9.16%	130	74
		Asian/Pacific Islander	439	19.70%	191	248
		Hispanic	70	3.14%	46	24
		Native American	7	0.31%	4	3
		Not Reported	41	1.84%	15	26
		White	1467	65.84%	791	676
			2228		1177	1051
	2010	African American/Black	209	8.84%	134	75
		American Indian/Alaska Native	5	0.21%	3	2
		Asian	521	22.04%	231	290
		Hispanic/Latino	67	2.83%	37	30
		Not Reported	33	1.40%	12	21
		Other Pacific Islander	6	0.25%	2	4
		Two or More Races	6	0.25%	4	2
		White	1517	64.17%	830	687
			2364		1253	1111
	2011	African American/Black	220	8.87%	147	73
		American Indian/Alaska Native	4	0.16%	3	1
		Asian	544	21.94%	257	287
		Hispanic/Latino	58	2.34%	31	27
		Not Reported	36	1.45%	14	22
		Other Pacific Islander	6	0.24%	4	2

	Two or More Races	5	0.20%	4	1
	White	1606	64.78%	896	710
		2479		1356	1123
<hr/>					
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
<hr/>					
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
<hr/>					
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
<hr/>					
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
<hr/>					
2016	African American/Black	264	10.29%	185	79
	American Indian/Alaska Native	1	0.04%	1	.
	Asian	541	21.08%	257	284
	Hispanic/Latino	62	2.42%	35	27
	Other Pacific Islander	3	0.12%	3	.
	Two or More Races	18	0.70%	10	8
	White	1677	65.35%	973	704
		2566		1464	1102

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

Appendix C

Table 6: Staff Demographic Information

Employees by Employee Type, Race, and Gender

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

		4131		2780	1351
2012	African American/Black	1325	31.95%	934	391
	American Indian/Alaska Native	6	0.14%	4	2
	Asian	399	9.62%	254	145
	Hispanic/Latino	87	2.10%	57	30
	Not Reported	47	1.13%	29	18
	Other Pacific Islander	2	0.05%	2	.
	Two or More Races	12	0.29%	11	1
	White	2269	54.71%	1494	775
		4147		2785	1362
2013	African American/Black	1294	31.45%	912	382
	American Indian/Alaska Native	5	0.12%	3	2
	Asian	376	9.14%	245	131
	Hispanic/Latino	85	2.07%	59	26
	Not Reported	62	1.51%	44	18
	Other Pacific Islander	3	0.07%	3	0
	Two or More Races	12	0.29%	10	2
	White	2278	55.36%	1516	762
		4115		2792	1323
2014	African American/Black	1210	31.97%	834	376
	American Indian/Alaska Native	7	0.18%	3	4
	Asian	336	8.88%	226	110
	Hispanic/Latino	68	1.80%	45	23
	Not Reported	112	2.96%	74	38
	Other Pacific Islander	2	0.05%	2	0
	Two or More Races	17	0.45%	15	2
	White	2033	53.71%	1347	686
		3785		2546	1239
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
<hr/>					
2016	African American/Black	1226	33.21%	848	378
	American Indian/Alaska Native	5	0.14%	2	3
	Asian	342	9.26%	217	125
	Hispanic/Latino	78	2.11%	53	25
	Not Reported	1	0.03%	.	1
	Other Pacific Islander	2	0.05%	2	.
	Two or More Races	37	1.00%	29	8
	White	2001	54.20%	1328	673
		3692		2479	1213

**UNIVERSITY OF MARYLAND,
BALTIMORE COUNTY**

2016 - 17 Annual Institutional Report on Programs of Cultural Diversity - UMBC - April 3, 2017

Table 1

USM Guideline 1: Goal Statement addressing efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.

UMBC Goal 1 (from 2009 Diversity Plan):

To ensure access to educational and employment opportunities for a diverse, student, faculty, and staff and community

UMBC Goal 4 (from 2009 Diversity Plan):

To encourage and support individual development and advancement

Detail all Implementation initiatives and strategies designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
Enrollment Management - 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 associate degree and transferring to UMBC to complete the baccalaureate degree.	Number of applicants to program Number of applicants accepted to program Number of program participants receiving scholarships Number of students attending reception	Number of Applicants to TSA Program: Spring 2016: 230 Spring 2017: 138 Number of TSA Applicants Accepted to TSA Program: Spring 2016: 160 Spring 2017: 83 TSA Program Participants Receiving TSA Scholarship: Spring 2016: 25 Spring 2017: 10 Number of TSA Program Participants attending TSA Reception: Spring 2016: 61 students and their families	Expansion of program to other Maryland community colleges
Reception and Overnight for Academically Talented Hispanic/Latino High School Students: For high school sophomores and juniors with demonstrated academic achievement.	*Number of event attendees *Number of event attendees submitting admission application to UMBC *Number of event attendees admitted to UMBC *Number of event attendees enrolled at UMBC	Attendance for the Spring 2016 event: 42 students ; 115 total guests	Increased analysis of students who attended program and subsequently applied and enrolled at UMBC.
Reception for Academically Talented African American High School Students: For high school sophomores and juniors with demonstrated academic achievement.	*Number of event attendees *Number of event attendees submitting admission application to UMBC *Number of event attendees admitted to UMBC *Number of event attendees enrolled at UMBC	Attendance for the Spring 2016 event: 78 students; 230 total guests	
UMBC Superintendent's/CEO Awards: For students attending public schools in Maryland particularly in systems with underrepresented populations (ethnic and socio-economic) including Baltimore City and Prince George's County.	Number of eligible students from each school district offered an award. Number of awardees who ultimately enroll.	For Fall 2016, 2 students in PG and 2 students in Baltimore City qualified for the prestigious CEO/ Superintendent award. In addition to the CEO/Superintendent awards, 59 admitted freshmen from PG and 61 from Baltimore City were offered other merit awards from UMBC ranging \$ 4-15,000 each of four years of study. Of these, 15 students from PG enrolled and 22 students from Baltimore City enrolled.	Additional outreach to the Superintendents/CEO's is needed to better identify qualified students who would benefit from the award.
UMBC Partnership with Raise.me (a micro-scholarship initiative) - Targets public school students in systems with under-represented populations (ethnic and socio-economic) including Baltimore City and other urban districts.	Number of students who identify UMBC as a school of interest. Number of students identifying UMBC as a school of interest that apply to UMBC, Number of students identifying UMBC as a school of interest that are admitted to UMBC Number of students identifying UMBC as a school of interest who were awarded merit scholarships.	For Fall 2016 entering class, 2,231 students indicated UMBC as a potential school of interest. Of those, 704 applied for admission, 560 were accepted and 200 were offered a scholarship.	Deepen the analysis to identify groups which make up these pools of students to identify how many under-represented students are accessing the tool and are ultimately admitted to UMBC.

2016 - 17 Annual Institutional Report on Programs of Cultural Diversity - UMBC - April 3, 2017

Detail all Implementation initiatives and strategies designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
Reverse Awarding of the Associates Degree: For community college transfer students who matriculated at UMBC prior to earning the associate degree.	Number of students who expressed interest in the reverse awarding of the associates degree initiative. Number of students subsequently awarded an associate's degree through the reverse awarding of the associates degree initiative.	Since January 2016, 227 students have requested consideration for the reverse AA degree. Of these, 29 have been awarded a reverse AA degrees by partnering community colleges. Of the 29, 17 have also earned degrees at UMBC and 7 are still active students. The remaining 198 students currently have transcripts under review at their community college.	Additional follow up with partnering community colleges may be necessary to ensure that students are being reviewed and transcripts indicating AA degrees have been awarded are being returned to UMBC in a timely fashion.
Baltimore County Collegiate Alliance Partnership (CAP): For academically "in the middle" students enrolled in Baltimore County public schools with low college enrollment.	Number of students attending the inaugural Collegiate Alliance Partnership (CAP) Visit Day program. Assessment of students' familiarity with and understanding of related topics at the conclusion of the event.	106 students from Dundalk High School attended the inaugural event at UMBC. Assessment data still being tabulated.	Expansion of program to increase number of students from Baltimore County Public Schools attending.
Financial Aid Outreach with Building Steps which serves first generation and minority students in Baltimore City to encourage them to attend college with a focus on STEM fields	Number of workshop attendees Number of workshop attendees completing the FAFSA during the workshop.	The most recent workshop was held in October 2016 for the 2017-18 application year. Thirty-four (34) students and their families attended the event. All thirty-four (34) students successfully completed and submitted the FAFSA.	The OFAS will continue to partner with Building Steps to provide needed assistance to guide these families through the financial aid application process.
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.	Number of high schools served through the program each year. Number of students and families served through the program each year.	For calendar year 2016, the office provided more than 12 separate financial aid events which included presentations as well as FAFSA completion at area high schools. Numbers of students and families served not yet available.	The OFAS will continue to make itself available to high schools and support programs to provide valuable support for financial aid education and FAFSA completions.
Faculty Diversity and Faculty Development Center - Continued Implementation and Expansion of UMBC STRIDE	Offer five focused conversations: 1) Planning for Diversity and Inclusive Excellence in Your Search, 2) Developing Shared Evaluation Metrics, 3) Recognizing and Reducing Implicit Bias in the Application Review Process, 4) Best Practices for Inclusive Excellence in the Interview and Selection Process, and, 5) Fostering Inclusive Department Climates. Provide targeted consultations about best practices.	STRIDE has offered four focused conversations and developed the fifth. STRIDE also provided an additional focused conversation for Human Resources that was open to staff and students. STRIDE has provided targeted consultations with nine campus departments and met with the Latino/Hispanic Faculty Association, Women in Science and Engineering, LGBTQ Faculty Staff Association, and Asian American Faculty Council.	Expand activities into the College of Engineering and Information Technology. STRIDE also needs to schedule behind closed doors meetings with the Black Faculty Committee and Women's Faculty Network. Meet bi-weekly to plan, read literature, and incorporate feedback from our faculty peers into our work.
UMBC Recruitment Video	Development of short recruitment video featuring unscripted voices of recently hired UMBC faculty answering the question, "Why did you choose UMBC."	A pilot form of the video was completed in October 2016 and aired at the 2016 Southern Regional Education Board conference, the largest gathering of minority doctoral students in the country.	Following feedback from the UMBC community, a final version of the video will include a message from the President of UMBC's Faculty Senate and one additional faculty voice.
Postdoctoral Fellowship for Faculty Diversity	Successful conversions of former postdocs into tenure track positions. Recruitment of diverse and large pool of applicants for Cohort IV 2017-2019. More department participation in the recruitment process. Expansion of fellowship offers from 2-3 to 6-8. Representation of the arts and the College of Engineering and Information Technology in the fellowship.	All three fellows from Cohort III (2015-2017) were converted to tenure-track Assistant Professors at UMBC. Four of the eight fellows since the program's inception in 2011 have been converted to tenure-track assistant professors at UMBC. Received 255 applications for Cohort IV compared with 61 from Cohort III, due to increased department participation in recruitment. Nine offers were made in March 2017. Two semi-finalists were from the arts and one in the College of Engineering and Information Technology.	Continuously monitoring the on-boarding of new postdocs, and assessing their research, teaching, and professional development progress through the Mentor and Mentee semester reporting mechanism. Evaluating the application and interview process from Cohort IV to make necessary changes for the next cohort.

Detail all Implementation initiatives and strategies designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
Pilot of CNMS Natural Sciences Pre-professoriate fellowship	Successful hiring of two pre-professoriate fellows in Biological Science and Chemistry and Biochemistry.	As of February 2017, the recruitment process is underway for both positions.	Continuously monitor diversity of applicant pool and efforts by departmental faculty to recruit candidates for both positions. Monitor on-boarding of fellows and development of mechanisms to assess their research, teaching, and professional development progress.
Outreach Activities	Increase UMBC's presence at the Southern Regional Education Board conference.	In October 2016, UMBC sent a delegation of 7 faculty to SREB to recruit for our faculty openings and to interview on-site.	Ensure that UMBC's presence and activities have greatest impact at SREB. Make connections with attendees prior to conference and provide funding for informal information coffee meetings.
Graduate School - Recruitment: Summer Horizons Program, at UMBC – co-sponsored by the Graduate School at UMBC; USM PROMISE: Maryland's AGEP; the USM Louis Stokes Alliance for Minority Participation (LSAMP, which partially supports the Meyerhoff Scholars Program at UMBC); and the Meyerhoff Graduate Fellows Program.	We have pre-registration questions to assess expectations, and post-event evaluations to measure the impact of the content that was delivered. Questions on the assessments are designed to see if we are meeting needs of URM undergraduates with respect to increasing their preparation for graduate school.	Underrepresented Minority Students = 80% (not including those who identified within the broad category of "Asian-American/Pacific Islander") 82% of the participants had not had information on preparing for graduate school prior to attending the Summer Horizons program. 64% did not know that there were funding opportunities available through NASA.	We want to be sure that we are reaching all underrepresented undergraduate students. Most participants (88%) learned about the program through their summer research/internship programs, faculty, or university staff members
Recruitment: The USM LSAMP will work with the community colleges to have workshops on their campuses to recruit diverse students.	This program is new, and part of a 5-year grant.	It is too early for data on this program	Assess where improvements are needed.
Participate in recruiting and training activities developed by National GEM Consortium, National Society of Black Engineers, Society for Hispanic Professional Engineers, and Society for the Advancement of Chicanos and Native American Scientists.	Funding from PROMISE grant has moved away from recruitment, and has been allocated to support retention efforts and transitions to careers.	We were able to connect with 50-100 undergraduate students per event. When funding becomes available again, we will be able to connect with more students. In 2016, 16 students who applied for the GEM Fellowship also applied to UMBC for graduate school.	We hope to be able to reinvigorate our recruitment agenda soon. We are working from our established reputation within sectors such as LSAMP, universities in Puerto Rico, and GEM.
Meyerhoff Graduate Fellows Program - Increase participation of underrepresented (UR) graduate students at UMBC. URs comprise 13% of the PhD students enrolled in IMSD (Initiative for Maximizing Student Development) STEM affiliated graduate programs at UMBC. Aiming for growth until participation levels more closely match national population averages (> 35%).	In our recent NIH renewal of our IMSD program, we were awarded an additional 3 slots (a total of 18 positions per year to support incoming UR graduate students.	A total of 90 IMSD Fellows have completed their PhD degrees since the first IMSD graduate in 2001	
Maintain retention rates. The IMSD retention rate is 90% in the current funding period; 87% over the past 10 years (2005-2015) and 81% since inception (1997-2015). Retention has increased even as the program has grown in size. Continue to strive for the +90% target.		A total of 90 IMSD Fellows have completed their PhD degrees since the first IMSD graduate in 2001.	
Improve competitiveness and confidence of IMSD Fellows for academic and leadership positions. 80% of 87 currently enrolled IMSD fellows, and 58% of 78 IMSD graduates, plan to seek academic careers. New activities to better prepare IMSD students to include: publishing workshops to help boost publication records; development of Independent Development Plans (IDPs) to improve IMSD-level mentorship; require all 2nd and 3rd year students to draft and submit federal pre-doctoral grants; expand inter-institutional Speaker Exchange Program; and establish 3-tier summer program focused on needs of incoming, mid-level, and senior Fellows.	Students are surveyed annually and at end of Summer Bridge Program. We plan to work to support and develop the next generation of scientists who will serve as catalysts and leaders in the biomedical and behavioral workforce.	Data from our last NIH IMSD renewal, former students currently in postdoc/residence positions plan to apply for tenure-track academic positions. Although a good proportion of former IMSD Fellow graduates entered academic positions, a major future emphasis will be to better prepare students to be competitive for, and confident in pursuing, tenure-track positions at research intensive universities. 17 former IMSD graduates (22% of the total) currently hold government science positions, 22 (28%) hold science industry positions, 2 (3%) are teaching in K-12, 1 is	

		working in a non-research related position and 2 are pursuing STEM employment (3%),	
Detail all Implementation initiatives and strategies designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
Human Resources -Purchase of HR Recruitment solution (PageUp) for online applicant tracking	Comparison of manual data tracking via regular mail vs delivered online tracking of applicant EEO/AA demographic data	Upon implementation (Spring, 2017) data reporting for tracking of race/ethnicity of staff applicant pool with on-going monitoring of diverse candidate interview pool	
Coordination of effort with Office of the Provost on recruitment interface with Interfolio Recruitment solution (for faculty recruitment) and PageUp	Comparison of race/ethnicity of final faculty applicants interviewed vs system data on race/ethnicity of entire faculty applicant pool.	Data reporting for tracking of race/ethnicity of entire faculty applicant pool with on-going monitoring of diverse candidate interview pool	HR coordination of effort with Provost Office for faculty search committees
Expand/Enhance advertising venues	Capture analytics from advertising source to determine if attracting diverse applicant pool	Ensure attraction of diverse faculty/staff workforce.	Increased funding toward advertising in more diverse publications
HR Outreach to campus search committees	Data reporting and monitoring on diversity of search committee and in-person charge to campus search committees regarding diverse candidate pools	Ensure members of search committees are aware of campus mission of recruitment diversity	Mandatory participation requirement
HR Website Update	Update various components of HR website to enhance/promote message of diversity/inclusion	Google analytics to track number of visits to HR diversity pages	Enhance HR website to more prominently display diversity and inclusion message
HR New Employee Orientation (NEO)	Capture acknowledgement via attendee sign-off	Use of NEO survey data to gauge acknowledgement/receipt of diversity/inclusion resources	
Student Affairs -Creation and implementation of Hiring and Retention Subcommittee in Athletics	Review of subcommittee's progress after each academic year - search and selection criteria	Hiring satisfaction for underrepresented groups	Continue to monitor hiring of coaches and members of leadership team as turnover occurs and create mentoring and support networks for new hires.
Creation and implementation of Transgender Support Policy and Subcommittee in Athletics	Compliance with NCAA guidelines and policies regarding transgender student-athletes.	Recurring review and compliance with NCAA guidelines.	After formal adoption of Transgender Support Policy, monitor implementation.
Women's Center - Returning Women Students Scholars + Affiliates Program	Tracking/attendance of scholarship funding and events; Retention and graduation rates; Program and event evaluations; Feedback from mid-semester check-ins	\$66,295 in scholarships awarded in FY17; 24 scholars + affiliates are part of program. No formal assessment. Progress is being made to access data more effectively	Better programming, advising, and support for this scholars program and outreach to more adult learners not affiliated with scholars program
Women's Center Lactation Room	Track daily usage rates; anecdotal information from parents using service	Usage: 507 visits in FY16; Over 540 visits as of February 2017 in FY17. Women's Center received Breastfeeding Friendly Workplace Award November 2016; Updated lactation room flyers in restrooms across campus may help increase usage.	Scheduling reservations is sometimes difficult due to the usage of the room – a second room may eventually be needed to meet the needs of parents needing to use this space

Table 2

USM Guideline 2: Goal Statement addressing efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.

UMBC Goal 2 (from 2009 Diversity Plan):

To provide conditions for personal success

UMBC Goal 3 (from 2009 Diversity Plan):

To provide a culture of safety, inclusion and respect

Detail all implementation initiatives and strategies designed to create positive interactions and cultural awareness among students, faculty, and staff—including professional development programs for faculty and staff, curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved /indicators of success	Areas where continuous improvement is needed
Faculty Diversity and Faculty Development Center - Help instructors make their classrooms welcoming for all students	Design online resources and a workshop to help instructors make their classrooms welcoming for all students and to provide instructors with tools for handling difficult conversations around diversity issues.	In January, 2017, Faculty Development Center (FDC) added resources to webpage on teaching in diverse classroom. In February 2017 FDC offered workshop on Classroom Management Techniques to help instructors guide productive conversations around hot topics.	Continue tailoring resources and workshops based on needs of our faculty and students
Graduate School - Success Seminars, sponsored by PROMISE: Maryland's AGEP and Graduate School, including Co-sponsored events with ADVANCE. Include open dialog to discuss issues such as unsavory lending practices toward underrepresented groups, implicit bias in the institution and in the workplace, cultural taxes, and more.	UMBC sponsored approximately 20 seminars and events in 2016-2017. All events have evaluations. Seminars include: Work-Life Balance; Stoop Stories: Let your research tell a story; How to prepare a TED-styled talk; Responsible Conduct of Research; Understanding credit scores	Data show students receive information from professional development seminars and workshops that they aren't receiving within the departments. This fills gaps related to degree completion and career preparation.	Continue to improve opportunities for online learning, by capturing content through either webcasting, or providing additional webinars to reach largest number of students. Larger seminars attract 70-100 students, and smaller seminars attract 20-30 participants.
The Summer Success Institute, sponsored by PROMISE: Maryland's AGEP	Three days of programming in August, including activities connected to Dissertation House. We ask questions during registration process and have evaluations for select sessions during event. 2016 SSI workshops focused on professional branding, science communication, preparation for leadership, and academic success.	In 2016, the # of participants who completed the survey was 174. 79% of those were from underrepresented groups. 80% stated that networking with professionals was most important to them. SSI invests in bringing "Mentors-in-Residence" to event – these are faculty and leaders of color who are already role models in their respective fields. In 2016, hosted several mentors-in-residence who are members of underrepresented groups, and leading universities or organization. 77% of respondents noted that networking with their peers was one of their top expectations for the SSI.	Providing professional development programming that isn't covered by labs or other university entities is a top priority for organizers of SSI. SSI works to improve visibility of faculty of color in STEM professoriate, hopefully convincing more scholars of color to consider faculty careers. In 2016, only 13% of the respondents (N=174) said that they would not consider a career as a professor. Goal is to have all participants consider becoming a faculty member at some point within their careers. There are still issues of faculty recruitment and retention to be discussed and resolved.
Fall Harvest Dinner	Co-sponsored by UMCP to develop "Psychological Sense of Community" among graduate students of color from schools within USM. Tweeting using the hashtag: #ThinkBigDiversity. In 2016, there were 299 respondents to pre-survey.	99% of the respondents noted that the Fall Harvest Dinner provides a sense of community. 99% noted that a sense of community provides motivation for completing a degree or career goal.	UMBC will continue to work with College Park to seek funding for this event.
Use of #ThinkBigDiversity hashtag to promote diverse conversations and programming online. The #ThinkBigDiversity hashtag now has a national audience.	Particular emphasis given to Twitter and Instagram and use of "Hashtagging activism" which can extend communities of constituents, and build social capital. Conversations on Twitter are vehicles for consciousness raising activities that can build a STEM program's brand, increase visibility of intervention, and highlight program success.		The hashtag will continue to be used, and there will be retention-based campaigns around it in summer 2017. There will also be additional examination of the analytics.

	PROMISE uses the hashtag #ThinkBigDiversity as a retention tool. Between Sept. 8, 2016 and March 22, 2017, the hashtag #ThinkBigDiversity had more than 1.8 million impressions, and a reach of 1.4 million.		
Detail all implementation initiatives and strategies designed to create positive interactions and cultural awareness among students, faculty, and staff—including professional development programs for faculty and staff, curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved /indicators of success	Areas where continuous improvement is needed
Human Resources - HR Professional Development Day: Leveraging Diversity, Creating Culturally Competent Work Environments (HR Diversity Learning; 4/7/2016)	Participant Survey to measure learning objectives: reflect and probe deeply to uncover their own cultural and unconscious biases; basic principles of respect and engaging in difficult conversations with individuals different from themselves; strategies to apply in the workplace and in personal life	101 attended (100 staff, 1 faculty). Of these 70 responded to survey. 44% strongly agreed they were able to uncover their own cultural and unconscious biases; 47% agreed they were able to uncover their own cultural and unconscious biases; 52% agreed, and 35% strongly agreed they learned basic principles of respect and how to engage in difficult conversations with individuals different from themselves; 35% strongly agreed and 42% agreed they could apply strategies to workplace and in personal life	Given that 15% of participants indicated they needed more assistance on how to have difficult but productive conversations, and 17% were undecided on application of strategies, additional learning opportunities should be explored and offered. Strategies to draw more faculty attendance.
Why Critical Diversity Matters in Higher Education (HR Diversity Learning Tract; 10/12/2016)	Participant Survey to measure before and after knowledge, skills and abilities related to learning objectives: expanded perception and appreciation of diversity in higher education, and strategies for improving community inclusion.	12 attended (9 staff, 3 faculty). Of these, 8 responded to survey: Prior Knowledge: 25% reported excellent prior knowledge, 37.5% above average; and 37.5% average prior knowledge, skills and abilities related to objectives. Knowledge Post-session: 14.29% reported excellent; and 85.71% reported above average.	Why Critical Diversity Matters in Higher Education (HR Diversity Learning Tract; 10/12/2016)
Understanding Racial Micro-aggressions (HR Diversity Learning Tract; 11/16/2016)	Participant Survey to measure before and after knowledge skills and abilities related to learning objectives: definition of terms; examples of micro-aggressions within the UMBC community (gathered by campus climate surveys and anonymous contributions); and the experience of commission (intent vs. ignorance) and victims (primary vs. secondary).	22 attended (19 staff, 3 faculty). Of these, 16 responded to survey: Prior Knowledge: 12.5% excellent, 31.25% above average, 37.5% had average and 18.75% had below average knowledge. Knowledge Post-Session: 20% reported excellent, 46.67% reported above average and 33.33% reported average knowledge.	40% of respondents rated overall course content excellent; 53.33% above-average; and 6.67% average. Over-arching feedback was: add more concrete examples of micro-aggressions vs definitions; add strategies for handling micro-aggressions when you are recipient. Additional session planned for Spring, 2017. Strategies to draw more faculty attendance.
Recognizing and Reducing Implicit Bias in the Workplace (HR Diversity Learning Tract; 12/5/2016)	Participant Survey to measure before and after knowledge, skills and abilities related to learning objectives: focus on fostering diversity and inclusive excellence; share tangible steps we can implement to reduce the impact of implicit bias	15 attended (12 staff, 3 faculty). Of these, 11 responded to survey: Prior Knowledge: 9.99% excellent; 45.45% above average; 27.27% average; 9.09% below average; and 9.09% poor. Post-Session Knowledge: 20% excellent; 70% above average; 10% below average. Course Objectives Met: 40% responded excellent; 30% above average; and 30% average.	40% of respondents rated overall course content excellent; 50% above average and 10% average. Since STRIDE members are focused on faculty recruitment, HR will explore session from staff recruitment perspective; potential to use session developed by HR Recruitment Staff
Exploring the LGBTQ Identities (HR Diversity Learning Tract; 1/18/2017)	Participant Survey to measure before and after knowledge, skills and abilities related to learning objectives: general, broad level of understanding of LGBTQ terminology and of LGBTQ communities; and resources to promote a more inclusive environment on campus and opportunities for	20 attended (17 staff, 2 faculty). Of these 15 responded to survey: Prior Knowledge: 20% excellent; 20% above average; 40% average; and 20% below average. Post-Session Knowledge: 26.67% excellent; 26.67% above average; 33.33% average; and 13.33% below average. Course	20% of attendees rated overall course content excellent; 20% above average; 53.33% average; and 6.67% below average. Attendees recommended offering session on more frequent basis, and mandatory attendance for faculty/staff who interact with students on a daily basis.

	further development.	Objectives Met: 6.67% responded excellent; 33.33% above average; 33.33% average; and 26.67% below average	HR will explore possibility of additional sessions. Strategies to draw more faculty attendance.
Detail all implementation initiatives and strategies designed to create positive interactions and cultural awareness among students, faculty, and staff—including professional development programs for faculty and staff, curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved /indicators of success	Areas where continuous improvement is needed
Appreciating Differences in a Changing World: A Unique Musical Experience to Strengthen CommUNITY (HR Diversity Learning Tract; 2/13/2017)	Participant survey to ascertain new perspectives, knowledge or skills attained through music and discussion with the goals being to: strengthen our community; increase and improve self-awareness, interpersonal communication, and; appreciation of differences, even if you don't agree	63 attended. Of those, 9 responded to survey: Knowledge & Skills gained: breathing exercises; exploring self and others through music; and effective listening techniques; 100% shared their appreciation for the session, presenter and music; 55.5% indicated session was perfect and met objectives.	33.3% of respondents indicated session was too long and covered too much information; 22.2% expressed disappointment at lack of attendance. 11.11% indicated session was not effective at all. HR will explore other ways to bring campus community together using creative format.
Embracing Cultural Diversity (HR Diversity Learning Tract; 2/15/2017)	Participant Survey to measure before and after knowledge, skills and abilities related to learning objectives: highlight the importance of sensitivity and awareness in working and interacting with UMBC members of other cultures; acknowledge multiple perspectives and ways of improving communication and daily interactions.	17 attended (17 staff, 0 faculty)..Of these, 12 responded to survey: Prior Knowledge: 8.33% rated excellent; 58.33% above average; and 33.33% average. Post-Session Knowledge: 12.50% excellent; 75% above average; 12.50% average. Course Objectives Met: 25% excellent; 62.5% above average; and 12.5% below average.	37.5% of respondents rated course content excellent; 50% rated it above average; and 12.5% rated it below average. Respondents had positive feedback regarding instructor and recommended additional sessions on topic. HR will explore additional offerings of this session. Strategies to draw more faculty attendance.
Uncovering and Working with Micro-aggressions, Session 2 (HR Diversity Learning Tract; 3/6/2017)	Participant Survey to measure before and after knowledge, skills and abilities related to learning objectives: Capitalize on prior knowledge of micro-aggressions; delve deeper exploring unconscious micro-aggressions we may commit against others; how to respond in the face of micro-aggressions perpetrated against us and others; and deepen their understanding and ability to be an ally.	19 attended (19 staff, 0 faculty). Of those, 5 responded to survey: Prior Knowledge: 20% rated above average; 40% average; 20% below average; and 20% poor. Post-Session Knowledge: 20% rated excellent; 40% above average; 20% average; and 20% below average. Course Objectives Met: 20% rated excellent; 40% above average; and 40% average	20% rated overall course content as excellent; and 80% rated it above average. HR will continue to offer this session with models for intervention and possible role-playing interaction among participants (based on additional feedback). Strategies to draw more faculty attendance.
HR Presence on Race, Equity, Inclusion and Justice Committee	Attendance at meetings. Update of myUMBC Group page with HR initiatives.	190 group members. 8 HR sponsored diversity events posted for 2016 and Reposted by group members to various constituent groups. Chair Scott Casper engaged as Presenter for MD CUPA HR Chapter meeting at UMBC (diversity and inclusion as topic)	
HR Presence on Campus Climate Diversity Resource Committee	Attendance at committee meetings. Highlight HR Diversity resources for campus community	7 professional development resources posted on UMBC Diversity Resource website. HR weblink provided as resource for faculty and staff. Staff Handbook link provided as resources for diversity website.	Google/website analytics to gauge campus interest in various resources (# of visits to web links)
Office of Undergraduate Education - Diversity is covered in all of the Introduction to an Honors University Seminars that many of our first-year students take.	Gather information on students' perceptions related to diversity through pre- and post-assessments. This topic area is not measured using direct assessment efforts.		
Student Affairs - INTERACT designed to equip first-year undergraduate students with the skills required to effectively communicate across cultural differences, including, but not limited to race/ethnicity, gender, and religion.	Number of total participants; Number of total peer facilitators trained; Knowledge/skills gained through event participation; Confidence in ability to utilize knowledge/skills gained	Approximately 25 student participants and 3 Peer Facilitators engaged with INTERACT last year. Focus group data showed that students have become better listeners, felt more appropriately	As a result of the positive qualitative findings, the leadership team of INTERACT is working to develop a method to scale the program and make it available more frequently and available

		equipped to engage in conversation on controversial topics, and become more authentic in their engagement with other students, faculty, and staff.	to more students through expansion to additional residence halls.
Detail all implementation initiatives and strategies designed to create positive interactions and cultural awareness among students, faculty, and staff—including professional development programs for faculty and staff, curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved /indicators of success	Areas where continuous improvement is needed
Athletics takes part in America East Conference's "You Can Play" project to help to educate and change culture regarding treatment of lesbian, gay, bisexual and transgender athletes in locker room and on playing field.	Attendance at "You Can Play" events. Number of student-athletes involved in events	Over 500 people have attended You Can Play days, with over 50 student-athletes participating.	Athletics wants to expand "You Can Play" days to all sports, not just sports that are selected by the AEC conference.
UMBC Athletics has established its four core values: Growth, Respect, Integrity, and Teamwork. Definition of respect includes initiative to promote diversity and inclusion within Department.	Metrics/criteria currently being developed for a Department of Athletics Core Values Award where one staff member will be named once a year.	Criteria for award will be reviewed during nomination and review process.	A media and marketing campaign including social media and apparel will be developed to introduce and reinforce the four core values.
LGBT SportSafe Inclusion Program developed to create infrastructure for athletic administrators, coaches and recreational sports leaders to support LGBTQ inclusion in college, high school, and professional sports. LGBT SportSafe speakers completed workshop and evaluation to see if we met LGBT inclusion standards in areas of programming, policy, and public awareness. Required all student-athletes to attend their student-athlete session, in which they discussed importance of inclusion.	UMBC received a Gold Emblem (highest level) rating from SportSafe. Signifying that UMBC Athletics is "Committed to Inclusion" and has met following benchmarks: Programming: Inclusion training for coaches and administrators completed; cyclical training every 2-3 years. Policy: Updated policies to include protections for LGBTQ student-athletes and coaches. Public Awareness: Project scheduled or completed	Receipt of the Gold Emblem represents alignment with LGBT SportSafe inclusion principles.	Athletic Department will also create opportunities for students and staff to discuss what they learned.
Hosted Dr. Derek Greenfield to speak to all student-athletes and staff members about diversity and inclusion. Greenfield is thought leader dedicated to inclusive excellence and positive change, featured at International Conference on Cultural Diversity, Massachusetts Institute of Technology, University of Texas-Austin, National Black Student Leadership Development Conference, etc.	Number of total attendees; Number of student-athlete attendees. Post-participation survey measured: Satisfaction; Knowledge gained; Ability to apply knowledge	Analysis of evaluation data is in progress.	TBD based upon analysis and interpretation of data. Athletic Department would also like to invite additional national experts on topics related to diversity and inclusion in college athletics and to create opportunities for students and staff to engage about what they learned.
75% of Physical Education instructors included diversity-based discussion in their curriculum.	End of year evaluation administered to measure: Satisfaction; Knowledge gained from diversity based discussions	Analysis of evaluation data in progress.	Goal: 100% of Physical Education instructors include diversity-based discussions in curriculum.
Career Center hosted a Diversity Recruitment Event for students, with dinner with broad range of employers who are interested in diversifying their workforce with intern and full-time hires from UMBC.	Student and employer attendance; Hiring data from students/employers	231 students attended Fall 2016 compared to 200 student attendees in Fall 2015. 33 employers participated in Fall 2016, full capacity for event.	Develop more effective/efficient method to collect hiring data from employers.
Career Center collaborated with International Education Services on International Student Career Conference for unique needs of international students in job search process in U.S.	Student Attendance. Post-participation survey measured: Satisfaction	Over 100 students attended in Spring 2017 compared to 70 in spring 2016.	Continue to increase student participation.
Career Center pilot Focus on Ability program to connect students with disabilities with employers with information regarding transitioning into workforce.	Student engagement data in career programming.	Analysis of engagement data is in progress.	TBD based upon analysis and interpretation of data.
Career Center give students with opportunity attend large diversity recruitment events such as the BEYA STEM Conference in Washington, DC and Women of Color STEM conference in Detroit, MI.	Student Attendance	171 undergraduate and graduate students registered to attend the BEYA conference and 15 students attended the Women of Color conference.	Develop a more effective/efficient method to collect hiring data from employers.
Organize a Career Month in April to focus on recruiting and professional skill development. Workshop panels for 2017 include	Student Attendance. Post-participation survey will measure satisfaction	Career Month has not occurred yet.	TBD based upon collection, analysis, and interpretation of data.

LGBTQ+ in Workplace and Getting Involved in Affinity Groups			
Detail all implementation initiatives and strategies designed to create positive interactions and cultural awareness among students, faculty, and staff—including professional development programs for faculty and staff, curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved /indicators of success	Areas where continuous improvement is needed
The Commons Student Staff Training – Micro-aggressions	Post-training evaluation administered to measure: Satisfaction; Knowledge of identifying micro-aggressions; Using skills to address micro-aggressions; Level of preparation to respond to micro-aggression	97% of participants reported being able to identify a micro-aggression; 92% report they've learned at least one skill in addressing micro-aggression; 95% of participants reported they feel more prepared to respond to micro-aggression	Opportunities for follow-up dialogues with student staff on what they learned (e.g. examples, strategies they've used, how they've talked with others about this topic, etc.)
The Commons Student Staff Training – Multicultural Competence	Post-training evaluation administered to measure: Presenter satisfaction; what students wanted to learn more about related to topic	Post-training evaluation revealed desire for students to learn more about: Effective strategies for working with others on increasing multicultural competencies; Discussing of examples of cultures clashing and strategies for addressing them; Appropriate means of communicating with deaf and blind	Integrate recommendations into training based on qualitative responses from participants.
Commuter Assistants (CA) and Transfer Student Network (TSN) Leaders participated in session on Cross-Cultural Communication during Student Staff Training before start of Fall 16 semester.	Post-training evaluation administered to measure: Satisfaction; Knowledge gained; Ability and confidence to use knowledge	Analysis of survey data in progress.	TBD based upon analysis and interpretation of data.
Residence Hall Social Change Projects	Post project survey administered to measure: Satisfaction; Interest in social change projects; Likelihood to participate in future projects	Analysis of survey data in progress.	TBD based upon analysis and interpretation of data. May add discussion groups for processing experience.
3-Part Diversity & Inclusion Workshop to develop the Residential Life Community Director Team through self-awareness and enhanced service to various student populations.	Supervisor evaluations for PMPs.	Analysis of evaluation data in progress.	Development of Annual Community Director Skill Development Plan, focused on specific experiences selected by Director and CD
Resident Advisor Fall Training Program	Student staff survey administered to measure: Satisfaction with training; Knowledge gained; Ability and confidence to use knowledge gained	Analysis of evaluation data in progress.	TBD based upon analysis and interpretation of data.
Exploratory analysis of women who live in the residence halls. Impetus for project was continued decline of women choosing to live in residence halls versus off-campus.	Skyfactor Resident survey used to collect : Percentage of women students living in the residence halls; 3-year trend of women enrolled versus women living in residence halls; Classification and study time of women who live in residence halls; Feelings of safety/security in residence halls;	Analysis of evaluation data in progress.	TBD based upon analysis and interpretation of data. Focus groups based on results of Skyfactor resident satisfaction survey.
Student Judicial Program Restorative Circles/Practices Training. Training introduces participants to practice and theory of restorative practices and provide opportunities for skill building.	Staff Attendance	Over 50 staff members trained in 2016.	Continue to increase staff participation.
Student Life – Mosaic Center. Monthly Religious and Ethnic Holiday myUMBC posts	No current metrics to measure effectiveness of posts.		IT staff count number of times myUMBC events/emails have been given a "paw" to demonstrate how students favor event and count number of times event is seen by myUMBC users via click.

Detail all implementation initiatives and strategies designed to create positive interactions and cultural awareness among students, faculty, and staff—including professional development programs for faculty and staff, curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved /indicators of success	Areas where continuous improvement is needed
Student Life – Mosaic Center. Safe Zone Program Workshops on Sexual Orientation, Gender Identity and LGBTQ Allyship	Post-event survey administered to measure: Satisfaction; Knowledge gained; Ability to use knowledge and skills gained; Confidence to use knowledge and skills presented	No Fall workshops offered due to curriculum revision. In progress for Spring 2017	Metrics tied to specific versus general learning outcomes needed.
Student Life – Mosaic Center. Critical Social Justice (CSJ) Awareness Week – Co-hosted and coordinated with Women’s Center	Post-event participant surveys administered to measure: satisfaction; knowledge gained; ability to use knowledge and skills; and confidence to use knowledge and skills	Data from Fall 2016: 73.8% of CSJ participants gained better knowledge of specific social justice issues: 59.3% gained better knowledge of social justice overall	TBD based upon further analysis and interpretation of data.
Mosaic Diversity Presenter (MDP) Workshops and Facilitated Discussions – Topics included: Communicating Across Difference, Multiculturalism and Inclusion, Diversity Awareness	Post-Discussion/Workshop Participant Surveys measured satisfaction	Analysis of survey data in progress.	Train the Trainer program and on-going assessment needed.
Student Life – Mosaic Center: Population-focused outreach and event support to traditionally underrepresented students and student organizations (specifically LGBTQ, Africana , Hispanic/Latinx, Asian Diasporic populations and religious/spiritual groups – ex. Muslim Student Association, Hillel, and Catholic Retrievers)	Meeting attendance tracked through Google calendar.	Analysis of survey data in progress.	TBD based upon analysis and interpretation of data.
Women’s Center - Women’s Center spearheads awareness months to include Women’s History Month (March), Sexual Assault Awareness Month (April), and Relationship Violence Awareness Month (Oct);	No metrics currently under development		
Women’s Center hosts one-time events on variety of issues related to diversity and cultural awareness (e.g. National Coming Out Day; roundtable series; Take Back the Night)	Event surveys	80% (n=70) of TBTN respondents reported increased understanding of sexual assault, and 64% indicated increased knowledge of resources available	
Women’s Center host on-going identity-based discussion-based programs: Women of Color Coalition; Between Women (for LGBTQ-identified women); Spectrum (for transgender and gender non-binary students)	Continue to assess best way to collect metrics. Last year did attendance and minute papers; this year using attendance and observation rubrics completed by group facilitators	Observation rubrics indicate participants consistently discuss concerns and strategies for wellbeing related to their identities	
Women’s Center hosted skill-based workshops for faculty, staff and students. Most requested workshops are Supporting Survivors of Sexual Violence and workshops related to micro-aggressions	Workshop survey	Supporting Survivors workshop participants report feeling on average 23% more confident in their ability to create a survivor-responsive campus	
Telling Our Stories Initiative	Metrics collected in 2015 as part of grant funding; no formal metrics are currently being collected	86% of attendees agree that event is valuable for women of color at UMBC	Since project is no longer receiving grant funding, we can't continue to execute or assess program as we did previously
Returning Women Students Scholars + Affiliates Program	Tracking/Attendance of scholarship funding and events; Retention and Graduation rates; Program and event evaluations; feedback from mid-semester check-ins with each student; program evaluation Spring 2016	\$66,295 awarded FY17; 24 scholars + affiliates are part of program; No formal assessment of retention and graduation rates – progress is being made to access data more effectively	

Table 3:

USM Guideline 3: Goal Statement addressing efforts and process for the reporting of hate-based crimes consistent with federal requirements.

UMBC Goal 3 (from 2009 Diversity Plan):

To provide a culture of safety, inclusion and respect

Detail all implementation initiatives, strategies, and campus processes for the reporting of hate-based crimes.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
Campus Police - UMBC Police value climate of diversity and inclusion in line with values of UMBC. Efforts ongoing as we attempt to build bridges with variety of diverse campus groups. Officer participation in groups such as LGBT Climate Group, Black Student Union, Muslim Association, and Women's Center. Continue to provide group specific programming relating to inclusiveness, acceptance, and respect throughout year in presentations on campus.	Fostering atmosphere of diversity and inclusion minimizes number of hate crimes on Campus. Between 2013 and 2015, total of 4 reports of hate crimes reported to the Police. Low number of hate crimes is direct result of climate set by President and Police Department's commitment to ensuring this climate is maintained in all areas in which we interact with campus community.	Increased representation of women on Police Force by 200%. Increased percentage of minority employees in Student Marshall Program by 25%. Conducted 16 presentations for campus community. Monitoring and analysis of enforcement actions reflect commitment to providing unbiased policing strategies. Linked our departmental diversity goals to campus PMP process, as handling of hate/bias type incidents are component of success for our officers in their performance reviews. Police Department is an active participant in the Campus Climate Workgroup, and other campus groups such as Black Student Union, Muslim Association, Women's Center, SGA, and GSA.	Monitor activities of officers in their enforcement duties requires consistent and ongoing attention to ensure that biases do not manifest in services that only a police department can provide. We are also committed to continuously improving our departmental demographics to more fully represent campus community. We would also like to continue our outreach program to campus groups and constituencies, and increase number of campus partners with whom we interact.
UMBC Police created specific protocols and policies for reporting and response to hate crimes on Campus. Individuals or groups who are a victim of a hate crime can report this by calling UMBC Police or by emailing us through our website. In addition, victims can report to a variety of offices on Campus, including Student Judicial Programs, Title IX Office, Student Disability Services, and Residential Life. Once UMBC Police receive report of hate crime officers must follow specific response policy that outlines mandated steps, including notification and engagement of UMBC Police Command Staff, crime scene processing, witness canvassing, written statements, removal of any offensive language or symbols, and victim support. All hate crimes assigned to a UMBC Detective for high priority follow up.			
Police Department has instituted number of programs and priorities to maintain inclusive campus, including commitment to aggressive minority recruiting so police department reflects diverse makeup of community. It also includes commitment to monitoring enforcement actions by UMBC Police Department to ensure that law enforcement efforts are conducted in fair, impartial, and unbiased manner, through consistent review and analysis of our enforcement actions. Also includes continued ongoing training in unbiased policing topics for our officers, and training that enhances our ability to interact with the diverse community that we serve			
Graduate School - TAs receive training at annual August "Teaching and Learning Seminar" where training is provided by the Title IX coordinator, and the Office of Disabilities	All new TAs are asked to attend this training unless their departments provide department or discipline-specific training	N/A	N/A
Student Affairs - Residential Life Training & Protocols for staff on recognizing, addressing, and reporting bias-motivated actions.	Number of reports filed; Category coding of incident reports	Analysis of survey data is in progress.	TBD based upon analysis and interpretation of data.

Detail all implementation initiatives, strategies, and campus processes for the reporting of hate-based crimes.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
Women's Center - Women's Center 1-1 Support for Students, Faculty and staff related to sexual violence, relationship violence, stalking, race/racism, LGBTQ issues, pregnancy, mental health, etc. – Report any issues of discrimination or policy violations	Track daily usage rates of this service; follow up 1-1 meetings by sending email to individual asking for feedback on the experience	In FY17 staff have recorded 25 1-1 conversations with students related to sexual misconduct: several of these conversations have been reported to the Title IX Coordinator. Staff have also worked with campus police to report race-based bias incidents related to Women's Center event programs and flyers. In FY17 staff have recorded 17 1-1 conversations with students/staff/faculty related to LGBTQ issues and 8 related to race/racism.	We are at a staffing saturation of not being able to take on much more 1-1 support without it impacting other Women's Center programs and services
Provide workshops to faculty, staff and students about supporting survivors of sexual violence that includes information about Title IX and reporting procedures	Pre and Post workshop surveys	Generally, participants increased their confidence in being able to support survivors of sexual violence.	Reaching a greater number of students, faculty, and staff to attend our workshops

TABLE 5: STUDENTS

	Baseline: 2009-2010				2014-2015				2015-2016				2016-2017			
UNDER-GRADUATE	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	1,646	16.5%	741	905	1,864	16.4%	875	989	1,924	17.1%	893	1,031	1,940	17.4%	907	1,033
American Indian or Alaska Native	52	0.5%	30	22	20	0.2%	14	6	16	0.1%	9	7	23	0.2%	15	8
Asian	2,034	20.4%	1,077	957	2,281	20.0%	1,235	1,046	2,295	20.4%	1,214	1,081	2,338	21.0%	1,248	1,090
Hispanic/Latino	388	3.9%	214	174	672	5.9%	337	335	670	6.0%	334	336	751	6.7%	375	376
White	5,150	51.8%	2,962	2,188	5,033	44.2%	2,943	2,090	4,906	43.6%	2,905	2,001	4,791	43.0%	2,901	1,890
Native Hawaiian or other Pacific Islander*	77	0.8%	24	53	22	0.2%	9	13	22	0.2%	9	13	13	0.1%	5	8
Two or more races	-	0.0%			415	3.6%	200	215	432	3.8%	225	207	429	3.9%	228	201
Did Not Self Identify	203	2.0%	105	98	550	4.8%	342	208	495	4.4%	308	187	417	3.7%	256	161
International	397	4.0%	230	167	522	4.6%	299	223	483	4.3%	268	215	440	3.9%	248	192
TOTAL	9,947		5,383	4,564	11,379		6,254	5,125	11,243		6,165	5,078	11,142		6,183	4,959
GRADUATE	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	356	12.2%	144	212	317	12.2%	136	181	313	12.1%	142	171	294	11.8%	143	151
American Indian or Alaska Native	9	0.3%	6	3	4	0.2%	1	3	4	0.2%	1	3	5	0.2%	1	4
Asian	200	6.8%	106	94	194	7.5%	110	84	204	7.9%	109	95	216	8.6%	117	99
Hispanic/Latino	75	2.6%	32	43	98	3.8%	49	49	110	4.2%	58	52	105	4.2%	60	45
White	1,535	52.5%	679	856	1,303	50.1%	641	662	1,265	48.7%	639	626	1,158	46.4%	581	577
Native Hawaiian or other Pacific Islander*	9	0.3%	1	8	7	0.3%	3	4	5	0.2%	3	2	4	0.2%	3	1
Two or more races	-	0.0%			35	1.3%	18	17	38	1.5%	22	16	49	2.0%	23	26
Did Not Self Identify	232	7.9%	107	125	109	4.2%	71	38	98	3.8%	58	40	95	3.8%	56	39
International	507	17.3%	275	232	533	20.5%	294	239	559	21.5%	320	239	572	22.9%	328	244
TOTAL	2,923		1,350	1,573	2,600		1,323	1,277	2,596		1,352	1,244	2,498		1,312	1,186

UNDER- GRADUATE	% chg f09-f16	% chg f15-f16
African American/Black	17.9%	0.8%
American Indian or Alaska Native	-55.8%	43.8%
Asian	14.9%	1.9%
Hispanic/Latino	93.6%	12.1%
White	-7.0%	-2.3%
Native Hawaiian or other Pacific Islander*	-83.1%	-40.9%
Two or more races	na	-0.7%
Did Not Self Identify	105.4%	-15.8%
International	10.8%	-8.9%
TOTAL	12.0%	-0.9%
GRADUATE	% chg f09-f16	% chg f15-f16
African American/Black	-17.4%	-6.1%
American Indian or Alaska Native	-44.4%	25.0%
Asian	8.0%	5.9%
Hispanic/Latino	40.0%	-4.5%
White	-24.6%	-8.5%
Native Hawaiian or other Pacific Islander*	-55.6%	-20.0%
Two or more races	na	28.9%
Did Not Self Identify	-59.1%	-3.1%
International	12.8%	2.3%
TOTAL	-11.2%	-0.2%

ALL STUDENTS	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	2,002	15.6%	885	1,117	2,181	15.6%	1,011	1,170	2,237	16.2%	1,035	1,202	2,234	16.4%	1,050	1,184
American Indian or Alaska Native	61	0.5%	36	25	24	0.2%	15	9	20	0.1%	10	10	28	0.2%	16	12
Asian	2,234	17.4%	1,183	1,051	2,475	17.7%	1,345	1,130	2,499	18.1%	1,323	1,176	2,554	18.7%	1,365	1,189
Hispanic/Latino	463	3.6%	246	217	770	5.5%	386	384	780	5.6%	392	388	856	6.3%	435	421
White	6,685	51.9%	3,641	3,044	6,336	45.3%	3,584	2,752	6,171	44.6%	3,544	2,627	5,949	43.6%	3,482	2,467
Native Hawaiian or other Pacific Islander*	86	0.7%	25	61	29	0.2%	12	17	27	0.2%	12	15	17	0.1%	8	9
Two or more races	-	0.0%	-	-	450	3.2%	218	232	470	3.4%	247	223	478	3.5%	251	227
Did Not Self Identify	435	3.4%	212	223	659	4.7%	413	246	593	4.3%	366	227	512	3.8%	312	200
International	904	7.0%	505	399	1,055	7.5%	593	462	1,042	7.5%	588	454	1,012	7.4%	576	436
TOTAL	12,870		6,733	6,137	13,979		7,577	6,402	13,839		7,517	6,322	13,640		7,495	6,145

ALL STUDENTS	% chg f09-f16	% chg f15-f16
African American/Black	11.6%	-0.1%
American Indian or Alaska Native	-54.1%	40.0%
Asian	14.3%	2.2%
Hispanic/Latino	84.9%	9.7%
White	-11.0%	-3.6%
Native Hawaiian or other Pacific Islander*	-80.2%	-37.0%
Two or more races	na	1.7%
Did Not Self Identify	17.7%	-13.7%
International	11.9%	-2.9%
TOTAL	6.0%	-1.4%

TABLE 6: FACULTY

	Baseline: 2009-2010				2014-2015				2015-2016				2016-2017			
ALL FACULTY	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	54	5.3%	24	30	62	6.4%	30	32	69	6.8%	33	36	71	7.1%	31	40
American Indian or Alaska Native	3	0.3%	1	2	1	0.1%	-	1	2	0.2%	1	1	-	0.0%		
Asian	132	13.0%	87	45	123	12.7%	67	56	130	12.7%	68	62	132	13.3%	70	62
Hispanic/Latino	12	1.2%	5	7	23	2.4%	7	16	23	2.3%	7	16	25	2.5%	10	15
White	710	69.8%	430	280	712	73.6%	397	315	732	71.8%	414	318	707	71.1%	405	302
Native Hawaiian or other Pacific Islander*	-	0.0%			-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-
Two or more races	-	0.0%			1	0.1%	-	1	7	0.7%	4	3	4	0.4%	1	3
Did Not Self Identify	-	0.0%			3	0.3%	1	2	-	0.0%	-	-	-	0.0%	-	-
International	106	10.4%	73	33	43	4.4%	29	14	57	5.6%	33	24	55	5.5%	34	21
TOTAL	1,017		620	397	968		531	437	1,020		560	460	994		551	443

ALL FACULTY	% chg f09-f16	% chg f15-f16
African American/Black	31.5%	2.9%
American Indian or Alaska Native	-100.0%	-100.0%
Asian	0.0%	1.5%
Hispanic/Latino	108.3%	8.7%
White	-0.4%	-3.4%
Native Hawaiian or other Pacific Islander*	na	na
Two or more races	na	-42.9%
Did Not Self Identify	na	na
International	-48.1%	-3.5%
TOTAL	-2.3%	-2.5%

TENURED/ TENURE TRACK FACULTY	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	19	5.0%	10	9	27	6.9%	14	13	26	6.5%	13	13	26	6.5%	12	14
American Indian or Alaska Native	-	0.0%			-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-
Asian	50	13.1%	31	19	68	17.4%	38	30	67	16.8%	38	29	71	17.8%	41	30
Hispanic/Latino	7	1.8%	3	4	12	3.1%	5	7	13	3.3%	5	8	13	3.3%	7	6
White	282	74.0%	177	105	273	70.0%	166	107	279	69.8%	169	110	275	68.8%	164	111
Native Hawaiian or other Pacific Islander*	-	0.0%			-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-
Two or more races	-	0.0%			1	0.3%	-	1	2	0.5%		2	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%	7	2	13	3.3%	8	5	13	3.3%	7	6
TOTAL	381		235	146	390		230	160	400		233	167	400		231	169
NON-TENURE TRACK FACULTY	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	35	5.5%	14	21	35	6.1%	16	19	43	6.9%	20	23	45	7.6%	19	26
American Indian or Alaska Native	3	0.5%	1	2	1	0.2%	-	1	2	0.3%	1	1	-	0.0%	-	-
Asian	82	12.9%	56	26	55	9.5%	29	26	63	10.2%	30	33	61	10.3%	29	32
Hispanic/Latino	5	0.8%	2	3	11	1.9%	2	9	10	1.6%	2	8	12	2.0%	3	9
White	428	67.3%	253	175	439	76.0%	231	208	453	73.1%	245	208	432	72.7%	241	191
Native Hawaiian or other Pacific Islander*	-	0.0%			-	0.0%	-	-	-	0.0%			-	0.0%	-	-
Two or more races	-	0.0%			-	0.0%	-	-	5	0.8%	4	1	2	0.3%	1	1
Did Not Self Identify	-	0.0%			3	0.5%	1	2	-	0.0%			-	0.0%	-	-
International	83	13.1%	59	24	34	5.9%	22	12	44	7.1%	25	19	42	7.1%	27	15
TOTAL	636		385	251	578		301	277	620		327	293	594		320	274

TENURED/ TENURE TRACK FACULTY	% chg f09-f16	% chg f15-f16
African American/Black	36.8%	0.0%
American Indian or Alaska Native	na	na
Asian	42.0%	6.0%
Hispanic/Latino	85.7%	0.0%
White	-2.5%	-1.4%
Native Hawaiian or other Pacific Islander*	na	na
Two or more races	na	0.0%
Did Not Self Identify	na	na
International	-43.5%	0.0%
TOTAL	5.0%	0.0%
NON-TENURE TRACK FACULTY	% chg f09-f16	% chg f15-f16
African American/Black	28.6%	4.7%
American Indian or Alaska Native	-100.0%	-100.0%
Asian	-25.6%	-3.2%
Hispanic/Latino	140.0%	20.0%
White	0.9%	-4.6%
Native Hawaiian or other Pacific Islander*	na	na
Two or more races	na	-60.0%
Did Not Self Identify	na	na
International	-49.4%	-4.5%
TOTAL	-6.6%	-4.2%

TABLE 7: STAFF

	Baseline: 2009-2010				2014-2015				2015-2016				2016-2017			
STAFF (excluding grad asst)	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	276	23.2%	81	195	277	21.5%	75	202	282	21.9%	77	205	277	21.5%	82	195
American Indian or Alaska Native	5	0.4%	2	3	1	0.1%	1		1	0.1%	1		-	0.0%	-	-
Asian	39	3.3%	17	22	45	3.5%	15	30	46	3.6%	16	30	49	3.8%	19	30
Hispanic/Latino	18	1.5%	10	8	30	2.3%	14	16	27	2.1%	13	14	27	2.1%	13	14
White	848	71.4%	350	498	921	71.5%	383	538	912	70.8%	380	532	914	70.8%	382	532
Native Hawaiian or other Pacific Islander*	-	0.0%			8	0.6%	4	4	5	0.4%	2	3	5	0.4%	2	3
Two or more races	-	0.0%			5	0.4%	2	3	10	0.8%	3	7	12	0.9%	6	6
Did Not Self Identify	-	0.0%			1	0.1%		1	1	0.1%	1		-	0.0%	-	-
International	2	0.2%	1	1	1	0.1%	1		4	0.3%	2	2	7	0.5%	1	6
TOTAL	1,188		461	727	1,289		495	794	1,288		495	793	1,291		505	786

* New Race/Ethnicity categories used in Fall 2010. In Fall 2008, Native Hawaiian or other Pacific Islander included in Asian category.

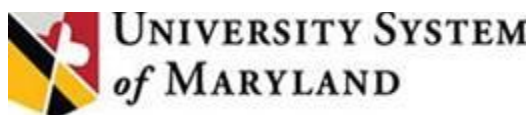
Two or More Races category available beginning in Fall 2010 reports.

SOURCES: REX Data Warehouse - .Employees and ReportStudentTerm tables.

Prepared by UMBC IRADS, February 2017

STAFF (excluding grad asst)	% chg f09-f15	% chg f14-f15
African American/Black	0.4%	-1.8%
American Indian or Alaska Native	-100.0%	-100.0%
Asian	25.6%	6.5%
Hispanic/Latino	50.0%	0.0%
White	7.8%	0.2%
Native Hawaiian or other Pacific Islander*	na	0.0%
Two or more races	na	20.0%
Did Not Self Identify	na	-100.0%
International	250.0%	75.0%
TOTAL	8.7%	0.2%

**UNIVERSITY OF MARYLAND,
COLLEGE PARK**



2016-2017

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

University of Maryland, College Park

Section I:

1. Institutional Plan

University of Maryland, College Park's diversity strategic plan entitled, "*Transforming Maryland: Expectations for Excellence in Diversity and Inclusion*" (2010, http://www.provost.umd.edu/Documents/Strategic_Plan_for_Diversity.pdf) guides our efforts until 2020 to strengthen equity, inclusion, and diversity in six key areas of Leadership, Climate, Recruitment and Retention (of outstanding faculty, staff and students), Education, Research and Scholarship, and Community Engagement. We have continued and expanded our efforts connected to: (a) increasing representation of traditionally underrepresented groups (Narrative A and Table 1 below), (b) creating a healthy campus climate that values and builds the awareness, knowledge, and skills to thrive in a highly diverse and changing community and world (Narrative B and Table 2 below), and (c) to allow for the reporting of hate-based crimes as required by state and federal requirements (Narrative C and Table 3 below).

Two relatively recent changes that support all three of these efforts outlined in this report include: (1) an additional way to report hate/bias incidents via the Office of Civil Rights and Sexual Misconduct (January 2017), and (2) the creation of a dedicated staff person (April 2017) to support the experiences of undocumented and/or DACAmented students from admissions to graduation. This newly formed position was in response to a growing need for our undocumented immigrant students to receive additional support in terms of retention, graduation, and campus climate.

A. Efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.

UMCP is committed to fostering an inclusive community and aggressively recruiting diverse and underrepresented individuals to our student population, administrative staff, and faculty. In the enclosed table, we detail our major campus-wide initiatives to increase representation with each of these populations.

B. Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.

UMCP is committed to fostering dialogue and collaboration among people of different backgrounds, identities, abilities, 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. Individual colleges, divisions, and units have initiatives such as: the *Maryland Institute for Minority Education* in the College of Education, the *Center for Women in Engineering* and the *Center for Minorities in Engineering*, the new *Office of Diversity Initiatives* in the Smith School of Business, the *Critical Race Initiative* and the *Baha'i Chair for World Peace's* programming for all members of the community in the College of Behavioral and Social Sciences, the *David C. Driskell Center for the Study of the Visual Arts and Culture of African Americans and the African Diaspora*, and annual diversity educational retreats with all faculty and staff in many of our colleges including, for example, Undergraduate Studies and the College of Agriculture and Natural Resources. In addition to these college-level efforts, in the enclosed table we discuss campus-wide efforts to strengthen interactions across difference and make our community a place where minoritized populations thrive.

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

Students, faculty, staff, and visitors generally report hate crimes directly to the **University of Maryland Police Department (UMPD)** and the **Office of Civil Rights and Sexual Misconduct (OCRSM)**. In January 2017, the OCRSM implemented an online reporting mechanism for hate/ bias incidents (which may or may not be considered a hate crime) to increase reporting options. All reporting of CLERY crimes known to University administrators are shared with UMPD in compliance with CLERY reporting obligations. UMPD in turn reports hate crime statistics to the state and federal government.

2. IMPLEMENTATION

TABLE 1: INCREASE REPRESENTATION

Goal 1: Efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.			
Detail all Implementation Initiatives and Strategies designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
Office of Undergraduate Admissions outreach, monitoring and yield strategies aimed at underrepresented minority students, including those from Spanish-speaking families	The primary metric to evaluate progress is the number of traditionally underrepresented students that apply and are enrolled at Maryland	In the Fall 2016 semester, the new enrollment of African American, Hispanic, and American Indian first-year undergraduate students increased by more than 13% over the previous fall term, due largely to a 16% increase in total enrollment.	Efforts continue to identify and develop appropriate recruitment territories and to build relationships within those territories that will enhance the recruitment and applicant pool among underrepresented student populations.
The Graduate School including Annual Networking Reception for Diverse Students and Faculty; PROMISE AGEP programming and activities including PhD Completion Workshops, Fall Harvest Dinner and Networking Reception, Writing Retreats, Annual Research Symposium and Professional Development Conference, invited guest speakers of STEM initiatives, and other OGDl activities including bi-monthly listening sessions with URM graduate students; Spring Speaker Series; Conversations on Graduate Diversity Series; continued outreach for URM undergraduate research programs nationally and HBCU institutions.	The Graduate School tracks the last five years of URM students from application to admissions to enrollment as a primary metric to evaluate progress.	From 2015 to 2016, we have seen a 0.8% decrease in overall graduate student enrollment, but a 4.4% increase in URM enrollment. The number of American Indian or Alaska Native students increased from 11 to 15; Black or African American from 803 to 845; Latino/a or Hispanic from 414 to 425; and Two or more from 192 to 201, indicating some success in URM recruitment.	Efforts continue in the Graduate School to identify and develop appropriate recruitment methods and outreach particularly in building relationships with institutions, programs, and directors and coordinators that serve minority/URM/URG students. The Graduate School continues to build relationships among institutions, programs, and directors/coordinators to enhance and maximize recruitment efforts among applicant pool. We are expanding our fee waiver programs and have more UMCP faculty support for recruitment initiatives.
Academic Achievement Programs , including Intensive Educational Development program, Summer Transitional Program, Student Support Services, Educational Opportunity Center, and	Using Survey Monkey questionnaires and other evaluation forms, academic, personal, and behavioral	Pre and post tests; faculty evaluation; AAP Staff input, data from IRPA and Early Warning monitoring system follow-up.	Examine closely AAP students' attitudes and student's actual performance.

McNair Post-Baccalaureate Achievement Program--aimed at recruitment and retention of low-income and first-generation students	problems are identified.		
University of MD Incentive Awards Program supports the recruitment of economically disadvantaged students from Baltimore City and Prince Georges County	IAP does thorough review of students' academic performance on a semester basis and implements customized interventions accordingly. The number and quality of co-curricular experiences (e.g., internships, research, etc.) are also considered.	IAP uses retention and graduation rates as indicators of its effectiveness, impact, and success. Additionally, employment after graduation, commensurate with student capacity, is another indicator.	Refinement of intervention efforts will be made according to students' demonstrated needs. Connections between potential employers and IAP students will be enhanced.
Office of Multi-ethnic Student Education (OMSE) College Success Scholars program – aimed at retention of Black and Latino men	1 st year Retention, Retention and Graduation Rates of College Success Scholars participants (compared to non-CSS participants)	CSS students have a retention and graduation rate that continues to support the University's goal to close the Achievement Gap. Cohorts 2007 to 2009 have a 3-year retention rate over 90%. CSS Cohort 2007 graduated in 5 years (95%) and the remaining students subsequently graduated with a 100% graduation rate. Cohort 2010 has a 95% retention rate after 3 years with a 55% graduation rate after 4 years, and Cohorts 2011-2014 have one-3 years retention rate of over 90%. Cohort 2015 has a 94.3% retention rate after 1 year. For contrast, UMCP Hispanic males not enrolled in the CSS program Cohort 2008, reported 3 years retention rate of 77.9% and after 6 years a 77.9% graduation rate; CSS Hispanic males, Cohort 2007 reported a 3 years retention rate of 100% and after 6 years a 100% graduation rates. UMCP Black males not enrolled in the CSS program Cohort 2008, reported a 77.1% retention rate of retention after 3years and a 72.4% graduation rate after 6 years; Black males enrolled in CSS program- Cohort 2008, reported a 100% rate of retention after 3 years and a 91.7% graduation rate after 6 years.	Additional program (personnel and material) resources will support our 100% retention and graduation rate goals as well as support our ability to increase the number of students served.
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	<ul style="list-style-type: none"> • Total number of one hour sessions. • Total number of NEW students served. 	<ul style="list-style-type: none"> • 1305 tutoring sessions provided. • 601 New Students • 213 Review Sessions • 17 number of subjects provided 	Additional program (personnel and material) resources will support our goal of providing tutoring in subjects/courses with

	<ul style="list-style-type: none"> • Total number of review sessions provided. • N and % of subjects provided • N and % of tutor productivity <p>Tutee Demographics</p>	<p>Student Demographics: First year (220), full time (251), part-time (16), sophomore (177), junior (111), senior (52), transfer (64), Special advanced students (7), graduate student (2), on-campus (324), off-campus (173), commuter (104), African American (42%), White (22%), Asian American (17%), Hispanic (11%), Biracial (4%), International 2.2%, American Indian (0.25%)</p>	<p>the most critical need as well as support our ability to increase the number of students served based on unfulfilled requests for tutorial assistance.</p>
<p>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</p>	<p>SSI utilizing IRPAs 6-year graduation rates to measure progress.</p>	<p>Since SSI began, Black males are the only cohort that has experienced a steady increase in graduation rate, from 65.0% in Fall 2011 to 74.3% in Fall 2016. During that same time the overall Black graduation rate has increased from 73.7% to 81.1%. While the graduation rates for Black males and Black students have increased by 9.3% and 7.7, the graduation rate for White students increased by only 3.4% during that same period, indicating a significant narrowing of the gap.</p>	<p>Identifying students in need of support earlier in their matriculation at Maryland.</p>
<p>ADVANCE focuses on the retention and advancement of women and faculty of color through peer networks, data collection and policy initiatives</p>	<p>Uses institutional data (i.e., annual tracking of advancement for gender and race differences among faculty, and a dashboard of demographics, salary, and campus service data) and participant survey data (i.e., a semi-annual faculty work environment survey, and exit interviews) to determine progress toward benchmarks. Measures such as the number of women in leadership positions and professional growth and satisfaction rates for core ADVANCE program participants are evaluated. The goals for the inclusive faculty hiring pilot program are to increase faculty diversity in tenure and tenure track roles in six colleges at the SPSS. Key metrics include an increase in diversity in who applies for,</p>	<p>As of 2016 there is a strong pattern of evidence that ADVANCE has made progress toward its goals. The representation of women faculty has increased and fewer women assistant professors resign pre-tenure than in 2010. Since 2009 the Engineering tenure track faculty went from 17 tenure-track female faculty to 34 tenure track female faculty – a 50% increase. Also, 9 women faculty were promoted to full in Engineering between 2009 and 2015. STEM women faculty have the same chances of positive tenure and promotion decisions and there is no significant difference in STEM men and women years to advancement from associate to full professor. Women faculty participants in our ADVANCE core activities, including peer networks, are more likely to be retained to the university than non-participants. Three-fourths of participants in our Leadership Fellows program have now become department chairs, associate deans or like campus</p>	<p>In addition to working towards the ongoing retention, inclusivity, and investment in women and under-represented minority faculty, the ADVANCE Program is now investing more strategically in issues of inclusive hiring, implicit bias training and the development of male and female allies. Next year, ADVANCE plans to expand the practices in the pilot to include a stronger emphasis on creating outreach strategies to enhance diversity in the initial application pool and facilitating campus interviews. ADVANCE additionally wishes to create a training video on implicit bias in hiring. ADVANCE will continue to evaluate the results of hiring outcomes.</p>

	interviews for, is offered, and accepts faculty positions at UMCP. ADVANCE also seeks to increase faculty knowledge of the role of implicit bias in hiring, and help them identify strategies to reduce the impact of bias while serving on search committees.	<p>leaders. Recognizing the success of the ADVANCE Program's efforts the University of Maryland Provost's office, Office of Diversity & Inclusion, Research Office and all 12 colleges committed to fund the Office with campus funds from 2015-2020.</p> <p>This year, ADVANCE trained faculty serving on search committees from 6 colleges (AGNR, ARHU, BSOS, CMNS, EDUC, MAPP). In total, faculty searches for 43 departments (approximately 250 committee members) have participated. The majority of faculty searches have not yet completed their hiring process, thus we are unable to evaluate hiring outcomes at this time. Preliminary data from the training pre/post surveys indicates that faculty found the implicit bias training to be helpful in assessing how bias impacts the search process.</p>	
University Human Resources (UHR) supports the recruitment and retention of underrepresented staff and faculty populations through its Affirmative Action Program	UHR analyzes staff and faculty composition and employment transactions to identify Problem Areas and Placement Goals.	UHR will analyze Prior Year Results (appointments, promotions, terminations) to measure progress.	Enhanced Affirmative Action efforts will be made in identified Placement Areas throughout the hiring process.

TABLE 2: POSITIVE CAMPUS CLIMATE

Goal 2: Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.			
Detail all Implementation Initiatives and Strategies designed to create positive interactions and cultural awareness among students, faculty, and staff—including professional development programs for faculty and staff, curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
Lesbian, Gay, Bisexual, and Transgender (LGBT) Equity Center Rainbow Terrapin Network Program	Number of participants who register for a Rainbow Terrapin Network training is tracked. Qualitative feedback comes through evaluative surveys at the end of the trainings.	<p><u>Summer and Fall 2016</u></p> <p>Four 3-hour in-person trainings with similar or same content were offered. The total number of registrants was 106 across all four.</p>	The demand for learning is much higher than our programs are able to serve, as demonstrated by a surge in registrations simply when the program format is adjusted to online. Even as

		<p><u>Spring 2017 (projected)</u></p> <p>Four 1-hour recorded webinars with different content were or are being offered. The total number of registrants thus far is 326 across all four.</p>	<p>webinars reach many more constituents, many continue to voice a desire for in-person and more topics of education. Thus, the demand is for variety - both shorter and online trainings as well as in-person trainings and trainings on a variety of topics. We are primarily limited by the staff capacity. Within current constraints, we seek to find a balance in the tension between reach of the program and quality of learning. We also continue to gather qualitative evaluation of our sessions that feed back into key community learning needs and outcomes and future focus areas.</p>
<p>Lesbian, Gay, Bisexual, and Transgender (LGBT) Equity Center Speakers Bureau Peer Education Program</p>	<p>Number of students who have had a presentation by the Speakers Bureau peer educators, and the number classroom presentations and presentations for other campus groups with special attention to fraternities and sororities. Qualitative data comes from cards collected at the end of each presentation where students are invited to provide feedback on what they learned. (NB: The numbers are always higher for fall semesters as there is an emphasis on incoming students.)</p>	<p><u>Fall 2016</u></p> <p>Number of students reached with Speakers Bureau: 1,068.</p> <p>Classroom presentations: 23</p> <p>Campus group presentations: 9</p> <p><u>Spring 2017 (projected)</u></p> <p>Number of students reached with Speakers Bureau: 700</p> <p>Classroom presentations: 16</p> <p>Campus group presentations: 8</p>	<p>There is little to no capacity to increase the quantity of students and classrooms/groups reached. Continuous improvement comes primarily from cycling the qualitative data back into the annual training of the peer educators.</p>
<p>Multicultural Involvement and Community Advocacy (MICA) works with more than 100 cultural student organizations and celebration of history/heritage theme months; Diversity education and identity-based co-curricular programming</p>	<p><u>Metrics</u></p> <p>Attendance</p> <p>Marketing and collateral distribution</p>	<p>MICA's efforts supporting history/heritage theme celebration months resulted in 39 events for APA Heritage Month , 24 for Black History Month, 42 for Latino Heritage Month, 35 for Pride Month, 4 American Indian Heritage Month, and 8 for Mixed Madness Month (multiracial/biracial). In total 152 programs were offered during '15-'16 academic year which reached over 5,000 students, faculty, staff and visitors on the UMCP campus.</p>	

<p>MICA's MOSAIC Diversity and Leadership Retreat is two-day overnight program that was established to augment student leadership developmental programs by engaging emerging leaders in concepts related to the Social Change Model of Leadership (Higher Education Research Institute, 1996), particularly aspects of the model that engage self-exploration and civility. Interactive sessions and group discussions are designed to create an environment for individuals to examine social identity and how it influences their understanding of and approach to leadership.</p>	<p><u>Metrics-MICA Learning Outcomes</u> <i>-Educational Empowerment</i> <i>Critical Self-awareness/social consciousness</i> <i>-Community Advocacy</i> <i>-Intercultural/Intra-cultural Interaction</i></p> <p><u>Assessments</u> Pre-Post Surveys</p> <p>Goals of the retreat include developing a stronger sense of self-awareness, understanding identity and social inequity, examining how identity influences leadership, and engaging in practical conversations</p>	<p>Prior to the beginning of the retreat, student participants in the MOSAIC program were completed a survey (T1) using multiple choice items. After the weekend retreat, students were surveyed again (T2) with a number of multiple choice as well as open-ended questions. In T1 there were 53 respondents, and a 100% completion rate for all 46 respondents. T2 evaluation had a total of 53 respondents and a 100% completion rate for the 40 respondents. Quantitative and qualitative responses are in the process of being analyzed during the spring semester of 2017.</p>	<p>Efforts are underway to explore concepts for a follow-on experience to MOSAIC. Currently students transition to a diversity themed leadership development program (TLI) after their participation in MOSAIC. Assessment data suggests that we may need to expand offerings beyond the TLI track.</p>
<p>The MICA TOTUS Spoken Word Program is a credit-bearing performance arts-based course that promotes opportunities for students to learn about social identity and develop public speaking skills through direct engagement with their peers. Under the TOTUS program students participate in poetry slams, produce visual arts artifacts and monologue performances. All of these experiences help students to find ways of using their voice to represent an array marginalized identities with the goal of evoking dialogue and action around identity and build community across lines of difference.</p>	<p><u>Metrics- MICA Learning Outcomes</u> <i>-Critical self-awareness/social consciousness</i> <i>-Culturally affirmed and sense of belonging</i> <i>-Intercultural/intra-cultural interaction</i></p> <p><u>Assessments</u> Pre-Post Surveys Journal Reflections Spoken Word Performances</p>	<p>87% of TOTUS students who were surveyed reported that that felt more comfortable in their ability to initiate and sustain healthy conversations and relationships with their peers who hold different beliefs and values about diversity and multiculturalism. 100% of the TOTUS students who were surveyed reported that the program enabled them to reflect more deeply about their social identities as it pertained to their race, gender, nationality, class, religion and ability. UMCP Campus Community reach: approx.3,500 people</p>	<p>One of the goals for TOTUS is to continue to help student participants identify and employ strategies for applying newly acquired skills to help them better navigate real world situations (i.e., managing conflict, engaging in difficult conversations, listening to understand not always with the goal of changing opinions) outside of the classroom.</p>
<p>The MICA Community Organizing Internship Program is an experiential learning community designed to help students engage and lead cross-cultural and community development efforts within the setting of campus student union. The overarching goal of the MICA COSI Program is to increase the leadership capacity of students pursuing their undergraduate degrees as well as equip them with tools to create culturally inclusive learning environments. COSIs serve as liaisons to identity-based student organizations and</p>	<p><u>Metrics- Internship Learning Outcomes</u> <i>Academic-based learning and engagement</i> <i>Organizational management; Wellness and personal development</i> <i>Community advocacy and development</i> <i>Cross-cultural programming and engagement</i></p> <p><u>Assessments</u></p>	<p>For each learning outcome COSI's were asked to identify artifacts throughout the academic year that demonstrated their competency as it relates to each outcome. Interns were given the opportunity to present their e-portfolio with members of the campus community at a MICA sponsored event. Since academic years '15-16 and 16-17, students in this internship program</p>	<p>Currently in the process of developing a pre-post survey for interns to help us better track changes in skill attainment over time.</p>

communities. More specifically, COSIs applied to intern in a MICA student involvement or office management area—Asian American Pacific Islander, Latina/o/x, Black, Interfaith & Spiritual Diversity, LGBTQ, Native American Indian/Indigenous, Multiracial, Finance and Graphic Design. Other roles included providing leadership in areas such as marketing, peer education, organization management/financial planning, dialogue facilitation and event planning.	Electronic Portfolio-Artifacts/Reflection Summaries	have had wide reaching impact on the University of Maryland campus as they have assisted and implemented nearly 170 programs. UMCP Campus Community reach: approx.5,000 people.	
MICA Monologues Series The Black Monologues is intended on giving UMCP students, faculty, and staff an opportunity to address issues relating to the Black identity and experience and to reflect upon reflect upon their own identity and experiences. The learning outcomes identified for this program included audience members were whether they felt “culturally affirmed and a sense of belonging” and/or an “intercultural/intra-cultural interaction” with the performers and the rest of the audience. Data collection is still pending for Mixed, APA, & Queer Monologues programs which will occur in March and April, 2017.	<u>Metrics- Learning Outcomes</u> - <i>Critical Self-Awareness/Social Consciousness</i> - <i>Culturally Affirmed and</i> - <i>Sense of Belonging</i> - <i>Intercultural/Intra-cultural Interaction</i> <u>Assessment</u> 12 item survey Attendance	This year, 73 out of 153 audience members were surveyed using I pod touch devices. They reported being able to reflect on their own identity (55% a great deal, 36% considerably) and connect with the stories of the performers (60% a great deal, 33% considerably) through the monologues and question and answer dialogue at the end of the performance. Because of this experience, they believed that the program stimulated important dialogue surrounding critical issues of identity (61% a great deal, 38% considerably) and were willing to recommend the program to others (85% definitely would, 15% probably would). UMCP Campus Community reach: estimated 650 people.	Recruiting male performers for the monologues program is increasingly becoming more of a challenge. There is interest in exploring ways to use social media to help audience members continue the conversation after they attend the monologue program.
Nyumburu Cultural Center Black Male Initiative (BMI) Program and Black Men’s Leadership Series	Six- Item Attitudinal Survey that inquired into students’ success behaviors and quest for academic excellence.	In Fall 2016, data obtained from a survey administered on three dates (11/3, 11/10, and 11/17) indicated that Black/African American males were motivated by academic presentations and learned facts related to student success behaviors. (N = 70)	Marketing via social media needs constant attention.
Nyumburu Cultural Center NewsBreak (Weekly Civic Engagement Forum for Undergraduates on topics such as: Federal Elections, Campus Climate, Women Rights and shifting gender roles, socioeconomic status and income inequalities, and cross cultural communication within the African Diaspora)	Number of students participating; interest of students; student satisfaction	(N = 910) Undergraduate Students 95% of the participants felt that this program should be continued in Spring 2017. Student Testimonials:	Newsbreak should also be inclusive of more campus issues. However, students want to discuss local, regional, federal, and international topics that impact their lives. Therefore, those types of issues dominate

		<p>“Newsbreak is a good way to keep informed about issues in the media.”</p> <p>“I learn so much about social justice issues (e.g., Police Brutality, Immigration policies of the Federal Government, Law, and economic disparities).”</p> <p>To-Be-Done: Comprehensive Survey will be distributed towards the end of the Spring Semester, 2017, to elicit student perspectives on national political and international issues.</p>	<p>many of the 1-hour Newsbreak Sessions.</p> <p>Funding is needed to support costs.</p>
<p>Nyumburu Cultural Center Sisterhood of Unity and Love (SOUL)</p>	<p>Program assessed on measures of career awareness, safety, bonding, and awareness of popular culture issues.</p>	<p>Thirty Undergraduate female students have indicated positive responses on measures of career awareness, safety, bonding, and awareness of popular culture issues.</p> <p>Fall Semester average attendance at bi-weekly meetings has increased to 35 attendees for the first two months of the Spring Semester, 2017.</p>	<p>Opportunities to have more speakers will attract additional attendees to the bi-weekly and monthly meetings.</p>
<p>Office of Civil Rights and Sexual Misconduct</p> <p>Required online training on Title IX/sexual misconduct and nondiscrimination for students, staff, and faculty; in-person version and translation provided for non computer-based and limited English-speaking staff.</p> <p>Outreach and awareness programs, including presentations and presence at campus-wide events.</p>	<p>1. Training completion rates.</p> <p>2. Number of presentations and outreach events provided.</p>	<p>2016-2017 Online Training Completion:</p> <p>Undergrads: 8,025 (91%) Grads: 2,287 (81%) Faculty: 285 (52%) Supervisory Staff: 28 (93%) Non-Supervisory Staff: 628 (63%)</p> <p>In-Person Staff Training Completion: 610</p> <p># Outreach & Awareness Programs: 37</p> <p>Campus-wide Presented/Attended: 5 Graduate Student Presentations: 6 Title IX Overview Presentations: 18 UMD Employee Obligations: 8</p>	<p>Improve training completion rates, particularly among faculty and non-supervisory staff.</p> <p>Continue to increase awareness of our office and UMCP nondiscrimination policies through outreach.</p>
<p>Office of Diversity & Inclusion’s (ODI) Training Program for Staff, Students, and Faculty</p>	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Experience engaging with 	<ul style="list-style-type: none"> • In Fall 2017, consistent stream of requests for trainings (4-10 per month) 	<p>Working towards longer term assessments especially of one-time trainings, examine long-</p>

	<p>colleagues on issues of diversity, equity, and inclusion</p> <ul style="list-style-type: none"> Enhanced skills and awareness around issues of intergroup engagement Ability to engage and maximize in healthy and ethical ways the differences in identity, ideology, and experience in our community <p>Success measured by:</p> <ul style="list-style-type: none"> Amount of trainings/number of people requested and delivered Satisfaction Surveys Programs ability to respond to the depth and breadth of training needs 	<ul style="list-style-type: none"> Met all requests which offered flexibility in terms of scheduling Impact Report forthcoming (June 2017) with survey reports 	<p>term efficacy</p> <p>Expanding the skill-based practice within the trainings</p> <p>Stronger series for Supervisors</p> <p>Need more trainers for program to be sustainable and to meet increasing need</p>
<p>Office of Diversity & Inclusion's (ODI) Intergroup Dialogue Program (WEIDP) which are courses in race, gender, immigration, disability, sexuality, among other topics is the largest group of cultural competency course offerings</p>	<p>Survey designed specifically for Intergroup Dialogue Program that each student completes at end of course. Survey provides both quantitative and qualitative data on their experience</p> <p>Student progress as demonstrated in the grades earned in the dialogue courses</p> <p>Individual debriefs with each dialogue facilitator after completion of a course to assess facilitator experience and areas where course instructors need additional professional development</p> <p>Annual Impact report that captures successes and areas for improvement from that academic year</p>	<p>Dialogue courses have had near full enrollment each semester. In Spring 2017, ODI offered eight dialogues that each reached full enrollment as well as maintained significant waitlist (250 students total on waitlist)</p> <p>Survey data reveals that students overwhelmingly have grown from these courses:</p> <ul style="list-style-type: none"> -90% of students say they have learned about the lived experiences of different sociocultural groups from their own -88% say they have learned about the complexity of social interactions between groups. -83.5% say the course contributed to their development of skills to work effectively with individuals, groups, and teams from diverse identities and perspectives -95% of students say they would recommend other students participate in the program. 	<p>Continue to increase the diversity of students participating in dialogues through outreach and partnerships with campus colleagues (currently have partnership with School of Engineering's Leadership Engineering minor, and minor in Terrorism Studies)</p> <p>Consistent revisiting of academic content of dialogue courses i.e. revisions to syllabus, and improvement to facilitator training</p> <p>Longitudinal tracking of impact of dialogue program on students sociocultural skills</p>
<p>ODI's Rise Above -Isms Campaigns &</p>	<p>Number of people who participate in</p>	<p>17 programs in Fall 2016, which</p>	<p>Evaluation of all programs which</p>

Programming	<p>the week</p> <p>Coalition building among various identity and interest groups</p> <p>Access to education/information around less usual topics of exclusion</p>	<p>included programs on race, gender, sexuality, immigration, religion, disability, among others.</p> <p>Approximately 3000 people engaged in various activities over the 5 days of programming.</p>	<p>have less than 50 people; use of digital evaluation tech (e.g., touch devices) for larger scale events</p> <p>More programming outside of the physical center of campus (e.g., the Smith School)</p>
ODI's Rise Above -Isms Mini-Grants of up to \$750 for student organizations to develop programs that foster exploration of identity and dialogue across difference	<p>Number of grant applications submitted</p> <p>Number of applications successfully funded</p>	<p>Funded proposals have impacted every population on campus including undergraduates, graduate students, faculty, staff and visitors.</p> <p>Collaboration with over 40 units and departments across campus</p> <p>Programming encompassing 10 areas of diversity including (Race, Gender, Language, Literacy, Discrimination, Disability and Immigration)</p>	<p>Further promotion of the grant program.</p> <p>Longitudinal evaluation of the grants outcomes.</p>
ODI's Moving Maryland Forward Grants of up to \$15,000 as seed money to build strategic programming, resources, infrastructure to address critical diversity and inclusion needs on campus	<p>Proposals are judged on</p> <ul style="list-style-type: none"> -Degree to which the project represents a <i>new</i> initiative -Degree to which the project addresses one or more of the goals articulated in the Diversity Strategic Plan -Potential impact (consideration of breadth and depth) and Feasibility -Ability to evaluate the project's impact both quantitatively and qualitatively -Potential sustainability/transferability 	<p>For FY 2017, 41 proposals requesting \$493,997 were submitted. Eleven proposals were accepted granting \$125,093.</p> <p>There are currently no data regarding the success of individual projects for FY 2017 as final reports where data for each grant are recorded are not due until the end of the fiscal year.</p>	<p>The success of the program depends on the availability of funding, the range of areas funded, and the individual success of each project.</p> <p>Requirements for the final reports should continue to be strengthened to increase accountability for each project.</p>
Undergraduate Studies and ODI's Faculty Cultural Competency Course Development Grants which seek to expand cultural competency course offerings across disciplines and strengthen faculty's abilities to offer such courses	<p>17 course proposals submitted; 16 faculty members invited to participate in training.</p>	<p>4 participating faculty members have had their courses for DVCC designation</p>	<p>Continuous follow up with faculty to ensure learning outcome assessment & continuous course improvement.</p>

Table 3. HATE CRIME REPORTING

Goal 3: Efforts and process for the reporting of hate-based crimes consistent with federal requirements.			
Detail all Implementation Initiatives, Strategies, and campus processes for the reporting of hate-based crimes.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
The University of Maryland Police Department hate/bias crime reporting mechanism. Students, Faculty, Staff, Visitors are asked to report hate/bias crimes directly to the UMPD. If the incidents are hate/bias incidents, they are still able to report through the UMPD or via their Ombuds Officer or the Office of Civil Rights and Sexual Misconduct. In compliance with Clery Act Reporting, all hate crimes are reported to the State and Federal Government.	Federal Compliance	Federally Compliant	When members of the community are not sure if something rises to the level of crime they often struggle to know where to report. We seek to strengthen understanding of the various places on campus people can report hate-based crimes.
In January 2017, the Office of Civil Rights and Sexual Misconduct implemented an online reporting mechanism for hate bias incidents – which may or may not be considered hate crimes.	This is newly created to increase access to reporting options and for the University to track hate bias incidents occurring on campus. Progress will be measured by number of hits to website, and reports received.	In the future, UMCP will map hate bias incidents and record the frequency, scope and content of such incidents.	N/A.

TABLE 5. FACULTY UNIVERSITY OF MARYLAND, COLLEGE PARK

		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%
Not on Track	Fall 2009				
	Race/ Citizenship	Male	Female	Total	%
	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%

		Fall 2013				Fall 2014				Fall 2015				Fall 2016			
		Male	Female	Total	%	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%	1	1	2	0.1%
	Asian:U.S.	144	64	208	14.1%	144	65	209	14.1%	146	66	212	14.5%	147	65	212	14.5%
	Black or African American:U.S.	33	32	65	4.4%	33	32	65	4.4%	31	29	60	4.1%	30	31	61	4.1%
	Foreign	36	11	47	3.2%	36	17	53	3.6%	34	14	48	3.3%	23	12	35	3.3%
	Hispanic:U.S.	31	26	57	3.9%	32	27	59	4.0%	29	27	56	3.8%	32	28	60	3.8%
	Islander:U.S.		1	1	0.1%		2	2	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%	4	5	9	0.5%
	Unknown:U.S.	55	38	93	6.3%	58	42	100	6.8%	58	41	99	6.8%	63	47	110	6.8%
	White:U.S.	713	285	998	67.6%	708	277	985	66.6%	692	280	972	66.7%	674	277	951	66.7%
	Total	1,018	459	1,477	100.0%	1,015	465	1,480	100.0%	994	464	1,458	100.0%	974	468	1,442	100.0%
Not on Track	Fall 2013					Fall 2014				Fall 2015				Fall 2016			
	Race/Ethnicity (new)	Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%
	Native:U.S.	3	1	4	0.1%	2	1	3	0.1%	2	1	3	0.1%	4	1	5	0.1%
	Asian:U.S.	170	91	261	9.5%	185	94	279	10.0%	191	95	286	10.0%	200	106	306	10.0%
	Black or African American:U.S.	44	70	114	4.2%	51	72	123	4.4%	53	90	143	5.0%	51	95	146	5.0%
	Foreign	285	126	411	15.0%	308	114	422	15.2%	324	137	461	16.2%	326	138	464	16.2%
	Hispanic:U.S.	49	34	83	3.0%	51	35	86	3.1%	52	41	93	3.3%	59	46	105	3.3%
	Islander:U.S.	1		1	0.0%	2		2	0.1%	1		1	0.0%	1		1	0.0%
	Two or More:U.S.	9	7	16	0.6%	6	5	11	0.4%	9	9	18	0.6%	10	10	20	0.6%
	Unknown:U.S.	171	140	311	11.4%	182	146	328	11.8%	178	135	313	11.0%	192	146	338	11.0%
	White:U.S.	869	670	1,539	56.2%	859	672	1,531	55.0%	880	653	1,533	53.8%	892	675	1,567	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%	1,735	1,217	2,952	100.0%

TABLE 6. STAFF: UNIVERSITY OF MARYLAND, COLLEGE PARK**STAFF**

Staff	Race/Citizenship (old)	Fall 2009			
		Male	Female	Total	%
	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%

Staff	Race/Ethnicity (new)	Fall 2013				Fall 2014				Fall 2015				Fall 2016			
		Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%
	American Indian or Alaska Native:U.S.	8	9	17	0.2%	9	6	15	0.2%	8	5	13	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%	178	238	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%	554	769	1,323	15.3%
	Foreign	19	44	63	16.0%	16	47	63	16.4%	13	45	58	17.0%	20	49	69	17.0%
	Hispanic:U.S.	168	325	493	6.3%	176	342	518	6.4%	175	344	519	6.6%	188	361	549	6.6%
	Islander:U.S.	5	3	8	0.1%	6	5	11	0.1%	5	4	9	0.1%	6	2	8	0.1%
	Two or More:U.S.	11	31	42	0.7%	15	41	56	0.8%	19	41	60	0.9%	26	47	73	0.9%
	Unknown:U.S.	167	196	363	9.0%	212	239	451	9.6%	223	205	428	9.2%	243	237	480	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%	1,273	1,493	2,766	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%	2,496	3,201	5,697	100.0%

University of Maryland Center for Environmental Science

Cultural Diversity Planning (Draft)

Introduction

The University of Maryland Center for Environmental Science (UMCES) operates under specific statutory mandates and a revised Mission Statement approved by the University System of Maryland (USM) Board of Regents and the Maryland Higher Education Commission in early 2012. Its statutory mandate is to “conduct a comprehensive program to develop and apply a predictive ecology for Maryland to the improvement and preservation of the physical environment through a program of research, public service, and education.” This revised mission included a path for accreditation to award joint degrees with other USM partners and to assume an expanded role in graduate and professional education. UMCES completed its accreditation review by the Middle States Commission on Higher Education and was awarded accreditation in March 2016. Through collaborations with other USM institutions, including the Maryland Sea Grant College that it administers, UMCES leads, coordinates, and catalyzes environmental research and education within the USM. The UMCES Strategic Plan, *Focus on the Future*, defines UMCES’ commitment to cultural diversity and future goals and plans through 2018. The Strategic Plan emphasizes our commitment to engage students from groups underrepresented in the environmental sciences as well as training and inspiring the nation’s next generation of environmental scientists.

The core values of UMCES as stated on page 4 of the Strategic Plan are:

- *Commitment to environmental discovery, integration, application, and education that epitomizes our institutional responsibility to serve society.*
- *Adherence to the highest standards of academic independence in the pursuit of discovery and knowledge.*
- *Engagement in translational science in partnership with scientific colleagues, other units in the USM, agencies and stakeholders.*
- *Responsiveness to the needs of colleagues, sponsors, governments, and stakeholders.*
- *Maintenance of an atmosphere of egalitarianism with no barriers based on status and authority, enhancing shared governance and a commitment to diversity.*

UMCES Plan to Enhance Cultural Diversity

Goal 1: Efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty

Hiring Procedures

- Enhance procedures to expand the diversity of applicant pools
- Establish procedures to document assess efforts to expand the pool of diverse applicants
- Identify resources needed to
 - Train/ help search committees recruit
 - attract diverse applicants
 - retain diverse applicants
- Implement a new system to track and assess the results of enhanced hiring practices
- **Completion Date:** *January 2018*
- **Cost:** *\$20,000 per year*

Seek to partner with other USM institutions to develop a five-year Marine Estuarine Environmental Sciences (BS/MS) program

- Seek to develop and partner with one or more USM institutions to develop a combined MEES BS/MS program targeted for underrepresented minorities. Attract underrepresented groups that at the undergraduate level who would not be able to financially consider going on to graduate school.
- **Feasibility study completion date:** March 2018
- **Cost:** none for study. Up to 40,000 per year for program implementation.

Engage students from underrepresented groups in UMCES environmental sciences programs.

- Sustained participation in the Living Marine Resources Cooperative Science Center, a minority training partnership supported by the National Oceanic and Atmospheric Administration (NOAA).
- **Timeline:** Ongoing
- **Cost:** No additional cost

Goal 2: Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.

Administrative Coordination and Accountability

- Develop and implement annual reporting to the campus community on the state of the cultural diversity effort.
- Develop and conduct a Campus Climate Survey to establish baseline for assessment
- **Completion Date:** *April 2018 (implement with first progress report to USM).*
- **No Cost**

Complete an assessment of Marine Estuarine Environmental Science (MEES) program courses

- Assess how and if the Marine Estuarine Environmental Science (MEES) courses are meeting the general education goals of
 - Interpersonal Communication – Acquiring abilities to relate to and work effectively with diverse groups of people
 - Social Responsibility – Tolerance and respect for diverse groups of people and a disposition toward responsible citizenship and a connection to the community
- **Completion Date:** *June 1, 2018 (necessary for Middle States accreditation review).*
- **No Additional Cost**

Student Organizations

- Copies of this plan will be shared with the UMCES Graduate Student Council organization. They will be asked to review the documents and to provide feedback on plans for cultural diversity.
- Planned program events to expose students to artistic expression and intellectual perspective representing diverse cultures
- **Timeline:** *Ongoing*
- **No Additional Cost**

Faculty and Administrative and Support Staff Development

- Explain to new faculty and staff the importance of cultural diversity to the mission of the University and related challenges and opportunities in the classroom during new faculty and staff orientation programs.
- Copies of plan will be shared with the UMCES Staff Council for review, feedback and new diversity initiative ideas.
- **Timeline:** *Ongoing*
- **Cost:** **No additional Cost**

Alumni Programs

- Determine ways to engage alumni in the cultural diversity initiative.
- Design an alumni survey to assist with understanding the perceptions and interests of minority groups among its alumni and share this information with the campus community
- **Timeline:** *March 2018*
- **No Additional Cost**

Designated gifts & grants that support cultural diversity

- **Timeline:** *Ongoing*
- **No Additional Cost**

Goal 3: Efforts and process for the reporting of hate-based crimes consistent with federal requirements.

Administrative Coordination and Accountability

- Develop and implement policy, process, and procedure with local police organizations where UMCES campuses are located for the reporting of hate-based crimes.
- **Completion Date:** December 2017
- **No Cost**

Conclusion

In summary, UMCES has made great strides in defining its commitment to cultural diversity for students, faculty, and staff through our accreditation process and strategic planning. Our goals, outlined in this plan, will take us through the next level of implementing initiatives and programs to improve cultural diversity on our campuses. Outreach and training will continue throughout the next year to assess and monitor our progress in this area.

**UNIVERSITY OF MARYLAND
EASTERN SHORE**



UNIVERSITY *of* MARYLAND
EASTERN SHORE

2016-2017
INSTITUTIONAL PROGRAM OF
CULTURAL DIVERSITY
ANNUAL PROGRESS REPORT

April 3, 2017

Introduction

The University of Maryland Eastern Shore (UMES) encourages, values and supports cultural diversity. As stated in our institutional mission statement, “UMES is committed to providing access to highly quality education for students from a multiplicity of backgrounds while emphasizing multicultural diversity and international perspectives”. This commitment is evident in the the diversity of the student population. The UMES institutional report on programs of cultural diversity provides a summary of the University’s Cultural Diversity Plan and provides information and data related to the university’s efforts of achieving racial/ethnic diversity, creating an atmosphere that support positive interactions and ensures compliance with federal guidelines for supporting hate-based crimes.

Section I

Institutional Plan

The UMES Cultural Diversity Plan includes three major goals for improving cultural diversity. 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.

The UMES continues to provide a positive campus culture for students, faculty, staff and administrators through the promotion of its ICARE core values (“integrity, commitment, accountability, respect and excellence) and the Hawkspitality initiative. Members of the campus community continue to improve the campus climate by reviewing and responding to written comments in strategically placed lockboxes, promoting excellent customer across campus and providing opportunities for campus collaboration and fellowship through cultural awareness activities, professional development and student development and increased social and cultural exchange.

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.

UMES is a diverse campus and 28.8% (2015) and 27% ((2016) of the student population identified as non African-American. Although there is a slight decline in the percentage of non American African students, the university utilizes efforts to attract, recruit and retain a diverse student population. Specific strategies are outlined in Table 1. Some of those strategies include increasing the international student population and continues to attract more students

from the Eastern Shore region. To that end, the university implemented an Eastern Shore tuition rate and achieved a slight increase in the number of students from the region.

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.

The university continues to implement strategies to increase the number of African American tenured and tenure-track faculty members and non-African American staff members as well as maintain the number of university non-African American administrators. These strategies include advertising vacant positions in publications that target a diverse audience, faculty mentoring programs and ensuring diversity on search committees.

UMES has maintained its number of non-African American staff (134) and but has decreased its number of African-American faculty members by 13 or 1.1%. This decline is contributed in part to a decline in the number of faculty members from 346 to 322 or 7%.

Implementation

Table 1: Efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff and faculty

UMES Goal 2. Student Access and Opportunity and UMES Goal 3. Diverse Faculty and Staff			
Detail all Implementation Initiatives and Strategies designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
Establish agreements and MOUs with community colleges in the region and the state to increase the enrollment of traditionally underrepresented students.	Number of agreements and MOUs signed	9 new MOU agreements were established	Scholarships to support transfer students; better collaboration with community colleges.
Establish dual enrollment partnerships with area high schools	Number of dual enrollment partnerships	1 new partnership was created bringing the total to 3	More collaboration with local school districts to increase the number of partnerships
Certificate and graduate programs to increase the enrollment and hiring of underrepresented students and faculty, respectively.	Number of graduate program and certificate programs	1 new graduate program was launched	Funding to support the launch of new programs
<p>Recruitment, Retention and Success of Engineering Students: Through significant outreach, recruitment, and retention efforts over the past several years, we have increased continuously enrollments of the engineering students in the engineering program.</p> <p>Attendance to discipline-related conference such as the BEYA (Black Engineers of the Year Award) STEM Conference</p>	<p>Engineering Enrollment Data and the rate of increase</p> <p>The number of full time employment offers from major corporations to our graduates has increased significantly in 2017 compared with 2016.</p>	<p>Engineering enrollment as of fall 2016 is 160, representing 10% increase annually in the past five years.</p> <p>In 2017, 6 of our graduates in engineering have received full-time employment offers from Raytheon, Boeing, Northrop Grumman, Lockheed Martin, US Navy, etc., with a starting salary at about \$70,000.</p>	<p>More recruitment efforts to high schools and community colleges is needed.</p> <p>Continue to develop collaborations with industry to help engineering students to receive full time employment and internships for workforce development.</p>
Engineering Graduation. The number of	The number of graduates who	In the academic year of 2015-	Continue to develop

graduates who were eligible for graduation has also increased significantly.	applied for graduation.	2016 (two semesters), there were only 8 engineering students who applied for graduation. In the academic year of 2016-2017, we anticipate 16 engineering students who are eligible for graduation.	academic advising policy to ensure increased four- year graduation rates.
<p>Worked with the Career Technology Education (CTE) of the Wicomico County Board of Education hosted at the Parkside High School to facilitate the growth of the pre-engineering program at CTE for the county</p> <p>Recruitment visits to SU to attract students to 3+ 2 program.</p> <p>i) Lockheed Martin Scholarship for engineering students were utilized to support students in the merit based and need based categories.</p> <p>ii) NSF grant “Ouroboros-Investigation of Dynamic Reconfigurable Optical Network-on-Chip Architectures” was awarded to an engineering faculty member at UMES from 08/25/2015 to 08/24/2017 to support HBCU undergraduate students for research in optical networks.</p> <p>iii) NASA Science Education Cooperative Agreement “AEROKATS and ROVER Education Network” was awarded to Aviation Science faculty from May 2015 to May 2020.</p>	<p>The number of pre-engineering students impacted.</p> <p>The number of transfer students for the dual-degree program.</p> <p>The number of students who have received scholarships</p> <p>The number of students who have been supported by the NSF grant</p> <p>The number of undergraduates (aviation & engineering) funded by this grant</p>	<p>N/A</p> <p>25 students recruited</p> <p>10 students supported</p> <p>12 (3 engineering undergraduates were funded every semester to conduct research under the guidance of the faculty.)</p> <p>4 students supported</p>	<p>Continue to work with Board of Education for outreaching.</p> <p>Continue to work with SU to recruit dual-degree transfer student</p> <p>Continue to work with Lockheed Martin and other corporations for scholarships.</p> <p>Continue to support undergraduate researchers in engineering.</p> <p>Continue to support undergraduate researchers in engineering and aviation</p>
Recruitment and Hiring of Faculty and Staff. The search process for hiring faculty and staff in the department continues to be reviewed and monitored to ensure compliance with all regulatory federal and	The number of faculty/staff recruited.	2 international faculty/staff	Continue to develop strategies to recruit minority and female faculty/staff

State laws			
Faculty Professional Development – The Lockheed Martin Scholarship funds and other funding resources have been used to support faculty travel and to attend professional development conferences and meeting, for example, the ABET annual Symposium, and ASEE annual conference, BEYA STEM conference, and the AABI aviation accreditation annual conference.	The number of faculty/staff supported for professional development	8 faculty and staff members in the department to participate in professional development. The effort is to ensure retention of highly qualified faculty in the department and to ensure their academic progress and success.	Continue to secure funding to support faculty development.
<p>PGA Golf Management Career Day held once each semester. Traditionally underrepresented students are targeted for attendance through social media and obtained through various high school golf programs, The PGA Junior Tour, and community golf programs.</p> <p>UMES-First Tee Tour in conjunction with The National First Tee will target traditionally underrepresented students. The First Tee is a youth development organization introducing the game of golf and its inherent values to young people.</p> <p>PGA Golf Management provides opportunities for undergraduate students to network, participate in national conferences, join study groups, social activities and encourages peer to peer support and mentoring. These professional preparation opportunities help socialize students within our discipline, promote academic success and prepare them for careers.</p>	<p>Acceptance rates into program following participation</p> <p>Acceptance rates into program following participation</p> <p>Retention and academic success</p>	<p>Fourteen participants have enrolled in the PGA Golf Management Program to date. Six total career days have been held with 32 participants. This equates to a 43.75% enrollment from events to date. Of the 14 enrolled, 8 were traditionally underrepresented students that translates in 57.14%.</p> <p>This program is in the final planning stages with The National First Tee. We hope to have dates by April 2017. Current PGA Golf Management students will participate in some of the events.</p> <p>UMES PGA Golf Management ranks 3rd in retention among the other 18 PGA Golf Management Universities and was also ranked 2nd in perceived sense of community, 4th in career prep elements and 1st in program/alumni connection in the PGA of America commissioned PGA Golf Management Universities Performance Assessment conducted by Texas A & M University.</p>	<p>More potential students register for the event than actually attend. We are working to convert registration into attendance.</p> <p>As events are held and data collected, the program will be evaluated for improvement.</p> <p>We continue to work diligently in these areas and look for new ideas and methods to enhance retention.</p>
Recruit – Faculty 1. Advertise on websites that are	Number of offers made to UR faculty	<p>1. Pharmacy – 68% UR faculty</p> <p>2. Physical Therapy – 22% UR</p>	Physical Therapy program

frequented by underrepresented (UR) groups 2. Leverage network of existing faculty	Number of offers accepted by UR faculty	faculty 3. Kinesiology – 75% UR faculty 4. Rehabilitation – 75% UR faculty	
Recruit – Staff 1. Advertise on websites that are frequented by UR groups 2. Leverage network of existing faculty	Number of offers made to UR staff Number of offers accepted by UR staff	1. Pharmacy – 63% UR staff 2. Physical Therapy – 75% UR staff 3. Kinesiology – 0% UR staff (only one staff position) 4. Rehabilitation – 100% UR staff (only one staff position)	
Recruit – Students 1. Presentations at pre-health professions clubs 2. College Career Fairs 3. Open Houses 4. Articulation Agreements with colleges/universities with UR groups	Number of offers made Number of offers accepted Number of students enrolled in the program	1. Pharmacy – > 85% UR students 2. Physical Therapy – 15% UR students 3. Kinesiology – > 80% UR students 4. Rehabilitation – > 85% UR students	Physical Therapy program
Retain – Faculty 1. Mentor programs 2. Professional development 3. Sunshine committee	Attrition rate Retention rate	We have lost 3 UR faculty across all programs since July 2015	Incentives to attract new faculty
Retain – Staff 1. Professional development 2. Sunshine committee	Attrition rate Retention rate	We have lost one UR staff across all programs since July 2015	Incentives to attract new staff
Retain – Students 1. Academic and non-academic support 2. Faculty mentors 3. Peer tutors 4. Center for Access and Academic Success	Attrition rate Retention rate	The School has a 85% retention rate across all programs	
Advertising in media outlets that target specific populations of faculty and staff	Number of diverse applicants in pool	Data not available	Consistent collection of data for position searches
Established working relationships with campus Deans and relevant faculty to increase enrollment of students from China.	Number of partnerships with Chinese universities Number of international students from China	Data not available	Engage dedicated international recruitment personnel to increase international student enrollment and/or utilize recruitment services and accommodate

			Center for International Education director to participate directly in recruitment efforts
Recruitment and outreach to geographic markets in which underrepresented students are heavily concentrated to provide access to college	Yield percent of applicants, admits, and enrolled students	Fall 2016 – 50% Fall 2015 – 55%	

Table 2: Efforts designed to create positive interactions and cultural awareness among students, faculty and staff on campus.

UMES Goal 1: Climate for Living, Learning and Working			
Detail all Implementation Initiatives and Strategies designed to create positive interactions and cultural awareness among students, faculty, and staff—including professional development programs for faculty and staff, curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
Curricular Initiatives that Promote Cultural Diversity in the Classroom – In the Engineering Seminar class for seniors, we promote cultural awareness among students and encourage students to incorporate cultural awareness in their engineering design.	The number of engineering courses that is defined to assessment cultural diversity	1	Continue to develop curriculum to promote cultural diversity and awareness in classroom
Cultural Affairs among faculty – We organized a faculty cook-out event so that all faculty in the department eat together with foods provided by faculty in December 2016.	The number of cultural awareness event among faculty and staff	1	Continue to organize and host cultural awareness event in department
Cultural Affairs among students – The NSBE (National Society of Black Engineers) UMES Chapter organized a cultural event in Spring 2017.	The number of student event organized by student chapters	1	Continue to promote student led cultural awareness event on campus and in the department.

<p>PGA Golf Management Speaker Series utilizing 5 key aspects of role modelling which underpin the learning process (Spouse 1996) Befriending, Planning, Collaborating, Coaching and Reflecting. In addition, we work to procure speakers who look like our students, i.e. young African American males and/or females that students are able to identify with.</p> <p>Shadowing or Kinesthetic Learning allows the student to carry out physical activities rather than listening to a lecture or to reinforce lectures. Doing helps students gain a better understanding of materials and exposes them to cultural awareness.</p>	<p>Student engagement, post speaker student questionnaire and testing</p> <p>Student engagement, skill assessments and internship placement</p>	<p>Positive feedback and enthusiasm from students as well as positive test scores</p> <p>100% engagement, positive skill assessments and 100% internship placement</p>	<p>Continue to seek dynamic, culturally diverse speakers</p> <p>Continue to look for ways to employ shadowing and kinesthetic learning to create positive interactions and cultural awareness</p>
<p>Mathematics and Computer Science Club that provides activities that creates awareness of historical, cultural, and milestones in the areas of mathematics and computer sciences.</p> <p>Faculty host holiday celebrations in which they share food and personal cultural highlights. This provides a sense of pride and sharing among faculty with diverse origins.</p>	<p>i. Number of students participating in the monthly club meetings.</p> <p>ii. Number of capstone projects generated from club activities</p> <p>iii. Number of expository or research projects generated from club activities.</p> <p>iv. Number of faculty participating in the holiday celebrations.</p>	<p>a. Student Satisfaction Surveys suggesting that the club activities were beneficial to understanding the wide range of outlets and impacts in mathematics and computer science.</p> <p>b. Faculty mention during faculty meetings and faculty/chair evaluations that activities that bring them together to understand one another assists them in working better on other professional curriculum and research projects.</p>	<p>More funding to take students and faculty on trips to NIST, NSA, NASA, etc. to expose students to mathematics and computer science expertise in industrial.</p>
<p>Course work- didactic and experiential</p> <p>Co-curricular activities – interprofessional activities; student</p>	<p>Success on student outcomes</p> <p>1. Recognize different cultural norms</p> <p>2. Be respectful of different cultures</p>	<p>Students achieve a 70% or higher pass rate on student outcomes</p>	<p>Need to develop assessment tools to document professional growth for co-curricular activities</p>

organization cultural awareness days	3. Incorporate a patients' belief and practices into health and wellness care plans		
Hosting special interest awareness days such as National Day of Silence, World AIDS days, Veteran's Day, Black History Month, Latino Heritage Month and Women's History Month	Number of program/activity participants	Data not available	Develop data collection instruments and surveys to acquire feedback
Securing external funding to augment student engagement opportunities and support special interests such as LGBTQ, women,	External funding secured to support initiatives	Acquired : Morehouse HBCU_CFU Behavioral Health Expansion Mini-grant \$7500 Submitted: Drug free community support grant \$625K/ 5 years	Increase funding to support special initiatives
International activities and study abroad opportunities	Number of participants in study abroad	18 students have participated in study abroad activities in Brazil, China, Kenya and Dominican Republic	Additional resources to support international travel and activities

Table 3: Report Hate-Based Crimes

UMES has a process for reporting hate-based crimes Timeline: Ongoing			
Detail all Implementation Initiatives, Strategies, and campus processes for the reporting of hate-based crimes.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
Strategies and Initiatives 1. Crime Prevention and Safety Awareness Programs <i>Programs are designed to inform UMES students about the various serves offered for crime prevention and to enhance safety awareness.</i> 2. Campus-wide crime prevention services <u>Silent Watch Program</u>	Number of crime prevention awareness seminars Number of informational documents disseminated Number of incidences reported	5 session were conducted Disseminated six times Incidence reports have increased from 0 to 1.	Additional crime prevention sessions Increased communication mechanisms Increased comfort with reporting hate-

<p><i>This program is designed to provide individuals with an anonymous mechanism to report crime incidences.</i></p> <p>Campus reporting processes</p> <p>1. Reports to University Police</p> <p>The UMES Police Department encourages anyone who is the victim of, or witness to, any crime to promptly report the incident to the Police. A report to the police can empower the complainant by exercising her/his legal rights and can aid in the protection of others. UMES staff will encourage the complainant to promptly file a police report and will assist the complainant in notifying the police if requested. The police will then advise the complainant of the investigative and legal process:</p> <ul style="list-style-type: none"> • Investigations of on-campus cases are conducted by the UMES Police Department. • Investigations of off-campus cases are usually conducted by the Princess Anne Police Department or other law enforcement agency where the incident occurred. <p>2. Voluntary confidential reporting</p> <p>Police reports are public records under Maryland Law, so the UMES Police Department cannot hold reports of crime in confidence. To make an anonymous report, we encourage visiting the UMES Police Department website, www.umes.edu/Police, to access anonymous crime reporting under the</p>	<p>Number of incidences reports</p>	<p>Incidence reports have increased from 0 to 1.</p>	<p>based crimes</p>
--	-------------------------------------	--	---------------------

<p><i>Silent Watch Program.</i> THIS FORM IS STRICTLY CONFIDENTIAL. The UMES Police Department also has an anonymous crime reporting Tip-line at 410-651-8484 (ext. 8484 if on campus) From a mobile device text: UMES TIP to 50911.</p> <p>3. Reports to other campus security authorities (CSA)</p> <p>We also recognize that some may prefer to report to other individuals or University offices. The Clery Act recognizes certain University officials and offices as Campus Security Authorities. The Act defines these individuals as an “official of an institution who has significant responsibility for student and campus activities, including, but not limited to, student housing, student discipline, and campus judicial proceedings. An official is defined as any person who has the authority and the duty to take action or respond to particular issues on behalf of the institution.”</p> <p>4. Pastoral and Professional Counselors</p> <p>According to the Clery Act, pastoral and professional counselors who are appropriately credentialed and hired by University of Maryland Eastern Shore to serve in a counseling role are not considered Campus Security Authorities when they are acting in a counseling role. As a matter of policy, the University encourages pastoral and professional counselors to notify those whom they are counseling of the voluntary, confidential options available to them.</p>			
---	--	--	--

Appendix

Section II: Institutional Demographic Data

UNIVERSITY OF MARYLAND EASTERN SHORE
Institutional Program of Cultural Diversity Progress Report Data
Academic Year 2009-2010 thru 2016-2017

Table 4: UMES Student Enrollment* Fall 2009-Fall 2016 by Race/Ethnicity

Race /Ethnicity	2009-2010				2014-2015				2015-2016				2016-2017			
	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	2,860	68.9%	1,225	1,635	3,026	70.2%	1,308	1,718	2,738	72.6%	1,184	1,554
American Indian or Alaskan Native	8	0.2%	5	3	7	0.2%	4	3	7	0.2%	6	1	9	0.2%	7	2
Asian	63	1.5%	31	32	66	1.6%	37	29	67	1.6%	35	32	47	1.2%	23	24
Hispanic/Latino	63	1.5%	26	37	85	2.0%	40	45	115	2.7%	53	62	113	3.0%	57	56
White	591	13.9%	270	321	620	14.9%	293	327	597	13.8%	294	303	510	13.5%	252	258
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	2	0.0%	0	2	2	0.0%	0	2	1	0.0%	0	1
Two or More Races	NA	NA	NA	NA	461	11.1%	197	264	454	10.5%	193	261	336	8.9%	133	203
Did Not Self-Identify	102	2.4%	39	63	50	1.2%	21	29	43	1.0%	20	23	15	0.4%	8	7
Total	4,266	100.0%	1,702	2,564	4,151	100.0%	1,817	2,334	4,311	100.0%	1,909	2,402	3,769	100.0%	1,664	2,105

*Foreign students are not included

Table 5: UMES Faculty* Fall 2009-Fall 2016 by Race/Ethnicity

Race /Ethnicity	2009-2010				2014-2015				2015-2016				2016-2017			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	120	39.7%	60	60	130	36.6%	68	62	134	38.7%	67	67	121	37.6%	62	59
American Indian or Alaskan Native	2	0.7%	1	1	4	1.1%	2	2	1	0.3%	1	0	2	0.6%	1	1
Asian	22	7.3%	13	9	36	10.1%	22	14	40	11.6%	24	16	43	13.4%	26	17
Hispanic/Latino	7	2.3%	4	3	10	2.8%	6	4	9	2.6%	5	4	10	3.1%	5	5
White	148	49.0%	82	66	166	46.8%	84	82	155	44.8%	78	77	137	42.5%	69	68
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	1	0.2%	1	0	1	0.3%	1	0	1	0.3%	1	0
Two or More Races	NA	NA	NA	NA	5	1.4%	3	2	4	1.2%	2	2	5	1.6%	2	3
Did Not Self-Identify	3	1.0%	0	3	3	0.8%	2	1	2	0.6%	1	1	3	0.9%	2	1
Total	302	100.0%	160	142	355	100.0%	188	167	346	100.0%	179	167	322	100.0%	168	154

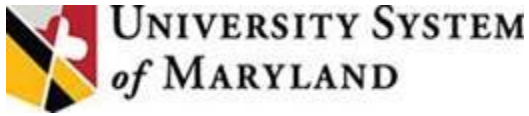
*Foreign faculty is not included

Table 6: UMES Staff* Profile Fall 2009-Fall 2016 by Race/Ethnicity

Race /Ethnicity	2009-2010				2014-2015				2015-2016				2016-2017			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	400	74.3%	158	242	400	74.6%	175	225	403	74.8%	183	220	396	74.2%	174	222
American Indian or Alaskan Native	3	0.6%	0	3	3	0.6%	1	2	3	0.6%	1	2	3	0.6%	1	2
Asian	4	0.7%	1	3	9	1.7%	4	5	8	1.5%	4	4	8	1.5%	4	4
Hispanic/Latino	7	1.3%	3	4	12	2.2%	6	6	11	2.0%	7	4	11	2.1%	6	5
White	119	22.1%	69	50	104	19.4%	55	49	108	20.0%	59	49	107	20.0%	60	47
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	0	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	5	0.9%	3	2
Did Not Self-Identify	5	0.9%	3	2	4	0.7%	4	0	2	0.4%	2	0	4	0.7%	2	2
Total	538	100.0%	234	304	536	100%	247	289	539	100.0%	258	281	534	100.0%	250	284

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

**UNIVERSITY OF MARYLAND
UNIVERSITY COLLEGE**



2016-2017

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

For the 2016-2017 Programs of Cultural Diversity Report, University of Maryland University College submits the below progress report.

Section I: Institutional Goals and Implementation Strategies

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

Goal 1: Efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.			
Detail all Implementation Initiatives and Strategies designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
Expanded the use of external marketing to reach previously under-represented populations Job posts have been included in magazines, periodicals, and online job sites that reach previously under-represented populations Applicant tracking has been enhanced to collect veteran and disability status	Demographics of staff and faculty Demographics of applicant pool	[See Data Tables Attached]	Disability hiring Improved tracking of current vets and individuals within the University

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

Goal 2: Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.			
Detail all Implementation Initiatives and Strategies designed to create positive interactions and cultural awareness among students, faculty, and staff—including professional development programs for faculty and staff, curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
<p>Hold monthly diversity events (UMUC Heritage Month programs) to raise awareness of the cultures, ethnicities, and heritages that comprise the UMUC community.</p> <p>Staff, faculty, and students complete online learning modules related to harassment prevention, Title IX, and EEO.</p> <p>All new hires receive diversity briefing from Chief Diversity Officer during onboarding.</p> <p>Diversity Courses are offered through the Social Sciences program to undergraduate students to ensure that they understand the importance of diversity in society and the workplace</p> <ul style="list-style-type: none"> • BEHS 220 – Diversity Awareness • BEHS 320 – Disability Studies • BEHS 453 – Domestic Violence 	<p># of attendees to diversity events and programs</p> <p># of participants in online modules</p> <p># of new hires that have received briefing from Diversity and Equity Team</p> <p># of students who have completed the courses</p>	<p>655 Attendees/12 Diversity Events</p> <p>514 Participants</p> <p>262 new hires(staff)</p> <p>BEHS 220 – 720 Students</p> <p>BEHS 320 – 309 Students</p> <p>BEHS 453 – 550 Students</p>	<p>Expand online training options to reach students that are located across the globe</p>

- **Table 3: Reporting of Institutional Goal 3**

Goal 3: Efforts and procedures for the reporting of hate-based crimes consistent with federal requirements.			
Detail all Implementation Initiatives, Strategies, and campus processes for the reporting of hate-based crimes.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
<p>Instituted the Response Emergency Assessment Crisis Team(REACT) to respond to any incident that occurs on campus or where individuals feel at-risk</p> <p>Campus security are trained in EEO/Title IX and appropriate responses</p> <p>Hate-based reporting procedures are designed to include Campus Security, Fair Practices Officer, Chief Diversity Officer, and the President's Office</p>	<p>% of Calls received and resolved</p> <p>% Staff trained</p>	<p>100% of issues have been resolved and referred for appropriate services</p> <p>100% of security personnel are trained on current protocols</p>	

- **Table 4: Reporting of Institutional Goal 4**

Goal 4: Efforts and procedures for maintaining formal institutional diversity communications and marketing plan.			
Detail all Implementation Initiatives, Strategies, and campus processes for the reporting of hate-based crimes.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
<p>Diversity marketing plan has been maintained to ensure that the diversity message is appropriately shared throughout the university</p>	<p>N/A</p>	<p>N/A</p>	

Monthly diversity posters and flyers are developed to promote national recognitions and relevant diversity messaging	# of Diversity posters distributed	15 Diversity posters were designed, developed, and distributed	
Internal website has been developed and maintained to provide staff and faculty with resources related to diversity, culture, and inclusion	N/A	N/A	

• **Table 5: Reporting of Institutional Goal 5**

Goal 5: Develop and maintain Diversity Councils			
Detail all Implementation Initiatives, Strategies, and campus processes for the reporting of hate-based crimes.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
Support the grassroots volunteer-led diversity councils to ensure that staff and faculty are able to contribute to shaping the climate for diversity and inclusion throughout the university	# of meetings (monthly)	12 meetings held including Stateside, Asia, and Europe diversity councils	

• **Table 6: Reporting of Institutional Goal 6**

Goal 6: Maintain relationship with UMUC Community through Community Outreach/Recreational Programs			
Detail all Implementation Initiatives, Strategies, and campus processes for the reporting of hate-based crimes.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
Outreach and Athletics <ul style="list-style-type: none"> • UMUC Virtual Dragons Dragon Boat Team • UMUC Tigers Softball Team • UMUC Cycling Dragons 	# of participants	<ul style="list-style-type: none"> • 38 Virtual Dragons • 25 Tigers Softball • 15 Cycling Dragons 	

- **Table 7: Reporting of Institutional Goal 7**

Goal 7: Ensure that all UMUC buildings and structures are inclusive and welcoming			
Detail all Implementation Initiatives, Strategies, and campus processes for the reporting of hate-based crimes.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
<p>Work with ADA compliance officer to ensure all policies, codes, and regulations are being met</p> <p>Establish and maintain all quiet rooms for use for prayer, reflection, meditation, etc.</p> <p>Maintain and manage lactation rooms with appropriate resources and necessities</p>	N/A	N/A	

Section II

Table 8: Student Demographic Data

TABLE 8: Separate <i>Comparison</i> Table for Students																
	Baseline: 2009-2010				2014-2015				2015-2016				2016-2017			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/ Black	13908	35	5202	8706	14477	30	6250	8227	15079	30	6716	8363	16628	29	7780	8848
American Indian or Alaska Native	196	0.5	87	109	218	0.5	114	104	234	0.5	117	117	296	0.5	141	125
Asian	2104	5	1131	973	2487	5	1392	1095	2599	5	1455	1144	3349	6	1832	1519
Hispanic/ Latino	2529	6	1196	1333	4712	10	2578	2097	5301	11	2969	2332	6726	12	3851	2875
White	15354	39	7834	7520	19519	41	11270	8249	20084	40	11539	8545	22648	39	13486	9162
Native American or other Pacific Islander	79	0.2	32	47	303	0.6	154	149	361	0.7	182	179	426	0.7	231	195
Two or more races	478	1	209	269	1659	3	750	909	1880	4	843	1037	2415	4	1207	1208
Did not self identify	4929	12	2010	2919	4531	9	2160	2371	4710	9	2250	3497	5069	9	2077	2522
Total	39577	100	17701	21876	47906	100	22668	23201	50248	100	26071	25214	57557	100	30605	19343

Table 9: Faculty Demographic Data

TABLE 9: Separate <i>Comparison</i> Table for Faculty																
	Baseline: 2009-2010				2014-2015				2015-2016				2016-2017			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/ Black	159	8	87	72	412	16	212	200	478	17	245	233	583	17	294	289
American Indian or Alaska Native	13	0.6	10	3	21	0.8	14	7	19	0.7	13	6	23	0.7	15	8
Asian	75	3	62	13	207	8	132	75	205	7.3	124	91	287	8	170	117
Hispanic/ Latino	27	1	16	11	71	3	45	26	89	3	55	34	134	4	75	59
White	828	38	478	350	1773	68	998	775	1891	67	1049	842	2286	65	1262	1024
Native American or other Pacific Islander					1	0	1		1	0	1		3	0.01	3	
Two or more races					12	0.5	8	4	20	0.7	14	6	33	0.9	17	16
Did not self identify	1091	50	612	479	102	4	51	51	108	4	55	53	155	4	79	76
Total	2193	100	1265	928	2599	100	1461	1138	2811	100	1556	1255	3504	100	1915	1589

Table 10: Staff Demographic Data

TABLE 10: Separate <i>Comparison</i> Table for Staff																
	Baseline: 2009-2010				2014-2015				2015-2016				2016-2017			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	270	26	62	208	334	30	87	247	335	29	95	240	3389	26	113	276
American Indian or Alaska Native	3	0.3	2	1	4	0.4	2	2	4	0.3	2	2	5	0.3	2	3
Asian	85	8	29	56	68	6	27	41	67	5	26	41	96	7	27	69
Hispanic/Latino	32	3	9	23	40	4	16	24	52	4	19	33	77	5	33	44
White	401	38	144	257	483	44	168	315	474	41	161	313	586	40	215	371
Native American or other Pacific Islander	1	0.1		1	1	0.1		1	1	0.1		1	6	0.4	4	2
Two or more races	2	0.2		2	20	1.8	6	14	27	2.4	7	20	44	3	19	25
Did not self identify	236	23	88	148	140	12	49	91	186	16	69	117	256	17	87	169
Total	1030	100	334	696	1090	100	355	735	1146	100	379	767	1459	100	500	959