



**UNIVERSITY SYSTEM
of MARYLAND**

**ANNUAL PROGRESS REPORT:
INSTITUTIONAL
PROGRAMS OF CULTURAL DIVERSITY
2017-2018**

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 and Student Affairs
University of Maryland System Office
September 7, 2018**

USM

Institutional Programs of Cultural Diversity Annual Progress Report, 2017-2018

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). Additionally, institutions must submit annual progress reports to MHEC summarizing institutional progress toward the implementation of its plan for cultural diversity. Within the progress reports, institutions must describe work being done to achieve the following goals:

Goal 1: Increase the numerical representation of traditionally-underrepresented groups among students, administrative staff, and faculty;

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus; and

Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under the Clery Act.

A subcommittee of the USM's Inclusion and Diversity Council arranged the goals into the template shared in this summary report. These tables and narrative report include select initiatives our institutions have instituted to achieve the aforementioned goals. To experience the full scope of the work, please refer to institutions' complete submissions (Appendix B). Finally, it should be noted that although the original intent of this report was to address racial diversity, our institutions' efforts address diversity more broadly by considering race, gender, sexual orientation, ethnicity, religion, ability, and socio-economic status. Additionally, our campuses focus on programs and training that address diversity of thought and opinion.

Goal 1: Increase the numerical representation of traditionally-underrepresented groups among students, administrative staff, and faculty.

Table I (Appendix A) offers examples of ways our institutions work to increase numerical diversity within their communities. Although institutions approach this goal differently, two themes emerged.

- *Targeted Recruitment*
Institutions recruit underrepresented students via partnerships with high schools, community colleges, minority-focused organizations, and college access groups. Many of our institutions also host Federal TRIO programs, which are designed to identify and provide services for individuals from disadvantaged backgrounds. Additionally, university officials visit Historically Black Colleges and Universities within and outside of the state to find promising students for graduate and professional programs. Progress can be seen in many institutions' reports, but examples include an increase in new minority transfer students from 16% of the new transfer population in fall 2009 to 31% in fall 2017 at Frostburg. Also, UMB is outpacing other dental programs by 5% on the number of underrepresented minorities in the School of Dentistry.
- *Focus on the Recruitment, Hiring, Onboarding, Retention, and Advancement of Faculty and Staff of Color*
USM institutions (and/or departments and colleges within the institutions) are monitoring the diversity of search committees, targeting job advertisements to specific publications and networks, working to better understand how implicit bias relates to hiring practices, training

search committees to use inclusive hiring practices, tracking the diversity of applicants and hires, creating faculty networking groups and mentoring programs, and analyzing data to determine where progress has been made and is needed. ADVANCE has shifted the academic culture at the University of Maryland, College Park and trained 77 search committees on ways to mitigate implicit bias in hiring yielding, among other results, better retention for women and underrepresented minorities participating in the program. This and similar efforts were already underway at many of our institutions, but some commenced or were revived after USM's Symposium on Diversifying the Faculty in April 2018. Each of USM's 12 institutions acknowledges employing one or more of these efforts. Coppin notes increases in the proportion of non-African American faculty and staff. A revised search process at UMCES resulted in the hiring of a minority candidate. Finally, Towson has shown positive change in the representation of faculty of color in tenured and tenure track positions in all colleges.

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.

Table 2 (Appendix A) offers examples of institutional efforts to encourage positive and inclusive interactions and cultural awareness. Although institutions approach this differently, two themes emerged.

- *Diversity and Inclusion Offices and Workgroups*
Several USM institutions have offices and chief diversity officers charged with overseeing this important work. Where there is no diversity office or chief diversity officer, many university officials are establishing or reinvigorating diversity and inclusion workgroups or councils. In FY 2018, Bowie State created the Diversity and Inclusion Workgroup to “create a truly diverse and inclusive environment where the richness of ideas, backgrounds, and perspectives of our community is harnessed to create value for our institution, today and in the future”. This group is also charged with developing a revised diversity and inclusion plan in FY 2019.
- *Programs, Courses, and Training*
A myriad of programs, courses, and trainings are designed to improve the campus culture. Although we often think of this as work to be done by campus professionals, this is where students and student organizations also take part in working to enhance inclusion and improve interactions among the campus community.

Salisbury's Office of Institutional Equity provides year-round training to support faculty and staff development opportunities to explore issues of pedagogy, classroom dynamics, and student/faculty relations in an increasingly diverse setting. A group of faculty from the University of Baltimore attended a Culturally Responsive Teaching conference, and UB is now planning a large-scale event to train all faculty in 2019. UMBC's Faculty Diversity and Faculty Development Center helps instructors make their classrooms welcoming for all students.

Faculty lead the way to improving the climate within their classes and introducing inclusion and diversity in a variety of courses across the USM. The University of Maryland Eastern Shore infuses diversity in courses called *Multicultural Perspectives* and *Food, Clothing, and Culture* and also within the engineering seminar class for seniors and a freshmen engineering design course. UMUC offers diversity courses through the social sciences program to ensure undergraduates understand the importance of diversity in society and the workplace. Close to 2,000 students have taken *Diversity Awareness*; *Disability Studies*; and *Domestic Violence*.

Student organizations across the System host hundreds of programs addressing current events and issues relating to various constituent groups. They also encourage and facilitate collaborations, conversations, and engagement between groups. Finally, USM institutions' locations make it possible to expose students to the wide variety of museums, galleries, and organizations dedicated to civil rights, immigration, racial and cultural groups and to host a variety of speakers who facilitate important conversations within and among varying groups.

Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under the Clery Act.

Each USM institution provided a statement detailing their process for reporting campus-based hate crimes. Although processes may differ slightly, the collection of these data is mandated by the Clery Act. Data were not required for this report, but annually, all institutions who receive Title IV (federal student aid) funding submit crime data to the Department of Education. By October 1 of each year, institutions must publish and distribute an annual campus security report to all current students and employees. In most cases, these reports are on institutions' websites, so the information is also available to perspective students and their families.

Out of increased concern about hate crimes and hate-bias incidents, the 2018 Joint Chairmen's Report requires the Maryland Higher Education Commission to collect information about institutions' programs about hate-bias incidents. Institutions must share (1) their formal policy on hate-bias incidents (or a policy that would apply); (2) their plan or process for educating students about hate-bias incidents, including awareness, prevention, and deterrence; and (3) the number of hate-bias incidents that have occurred during the last three academic years. USM will have access to the reports, which are due this fall, and will share the findings with the Board in a future EPSL meeting.

Conclusion

These reports demonstrate the importance institutions place on increasing the representation of traditionally-underrepresented groups and creating a welcoming and inclusive environment for students, faculty, and staff. Most of the work to be done around these issues must take place at the campus level and depends upon involvement from a wide variety of administrative units and academic schools, colleges, and departments. Work within and across divisions is important, occurring, and will hopefully become more systemic. Institutions also note inter-institutional work and important partnerships within their communities, which is promising.

The USM staff is also greatly engaged via the USM's Inclusion and Diversity Council, a newly-formed Workgroup on Freedom of Expression, the successful Symposium on Diversifying the Faculty and a future follow up convening in 2019, and regular discussions of these issues with the presidents, provosts, vice presidents for student affairs, Council of University System Faculty, Council of University System Staff, and the USM Student Council. The USM staff will report to Education Policy and Student Life on these initiatives throughout the year.

Although institutions have made progress on many fronts, the work continues. Institutions are appropriately tackling inclusion and diversity from multiple perspectives, as there is no quick or singular fix. Many of the institutions cite the need for additional resources to most effectively implement or sustain some of their initiatives, but they are still finding ways to move forward on this work. All have identified a number of areas for continuous improvement. The USM staff will continue to monitor that progress, support our institutions' efforts, and engage at the system level.

APPENDIX A



Institutional Programs of Cultural Diversity Annual Progress Report ~ 2017-2018

§11-406 of the Education Article states that each public institution of higher education in the State shall submit a progress report regarding the institution's implementation of a plan for a program of cultural diversity. Progress on the following institutional goals should be reported.

Table 1

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty. (Select Examples)				
Institution	Efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
CSU	Recruitment of international students, including student-athletes	Percent international students; number and percent student-athletes	Percent of international students has increased from 6% to 14.6%	New initiatives; measures under development
SU	Upon review of application, test scores, and transcript, the Office of Admissions offers on-the-spot admissions at high schools, particularly those with high populations of historically underrepresented identities	For the reporting period, SU met with 21 schools, an increase of 17 schools. From these events, 386 students were interviewed and 149 have decided to attend.	Students interviewed increased by 271 students and 84 more will be attending. Students from these groups are tracked by tagging them in our CRM and following them through the admissions funnel.	Continue to expand the program to new schools
UB	Targeted, expanding outreach to high schools via B-Power initiative (to expand outreach to Baltimore City students) and Fannie Angelos' Program to select Baltimore scholars from HBCUs to attend UB School of Law with full tuition	Number of new activities Increase in law school diversity	Participation in activities including: Parent/Student info sessions, SAT prep workshops, college and career readiness sessions, and other outreach to schools in Baltimore City; 26 Fannie Angelos scholars are currently at UB. 8 selected for 2018 Baltimore Scholars Program.	Increase in freshmen enrollments from Baltimore City high schools Assess retention rates of students in the Baltimore Scholars Program

UMBC	Continued implementation and expansion of UMBC STRIDE	Offered focused conversations on: 1) Planning for Diversity and Inclusive Excellence in Your Search, 2) Developing Shared Evaluation Metrics, 3) Best Practices for Reducing Implicit Bias in the Application Review Process, 4) Best Practices for Inclusive Excellence in the Interview and Selection Process, 5) Best Practices for Inclusive Mentoring, 6) Developing an Effective Diversity Hiring Recruitment Plan. Provided consultations to search committees and departments.	STRIDE has offered eight focused conversations in AY 17-18 with revised materials. In AY 17-18, STRIDE facilitated 20 department/search committee consultations.	Continue the expansion of work in the College of Engineering and Information Technology. Continue the dissemination of our work and best practices to internal and external audiences.
UMCP	<p>ADVANCE supports the creation and maintenance of inclusive academic cultures for all faculty, with particular emphasis on the recruitment, retention, and advancement of women and URM faculty. Activities include, but are not limited to:</p> <ul style="list-style-type: none"> *professor mentoring program within each college; *faculty peer networks for different groups; *integration of inclusive hiring practices into faculty search processes; *workshop on how to see biases as they emerge in the academic workplace and be a good ally to intervene; *1-on-1 consultation by the director with department chairs trying to improve work environments for women and URM faculty and with individual faculty for support and advice. 	<p>Select primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> *institutional data (i.e., annual tracking of hiring, retention & advancement data by gender, race, rank, college; a dashboard of demographics, salary, and campus service data); *comparison of retention and advancement of ADVANCE activity participants to non-participant peers; *pre-post surveys of participants in all major ADVANCE programs and annual program evaluation reports; *exit interviews and retention interviews (faculty who are leaving and those who we successfully retained). 	<ul style="list-style-type: none"> *Since 2010 fewer women assistant professors resign pre-tenure *No significant differences between men and women receiving tenure or promotion *Women and URM ADVANCE participants are more likely to be retained by the university than peers who did not participate *Three-fourths of participants in Leadership Fellows program are now campus leaders *Trained 77 search committees from 40 departments on strategies to mitigate implicit bias in hiring and attract a diverse applicant pool *There is a slight increase in URM hires among pilot searches 	<ul style="list-style-type: none"> *Additional training needed for department chairs and other academic leaders on how to improve workplace cultures to be more inclusive and dynamic; development of stronger ally culture *More women department chairs, STEM center directors *Support needed for women PTK and TT faculty to attend conferences with children *Roll out of inclusive hiring pilot to entire campus of faculty searches

UMES	The recruitment team attends recruitment events designed for targeted diverse student populations such as the annual National Hispanic College fairs and Maryland public and private schools with diverse student populations.	Number of total applications Number of recruitment events attended	5,074 total applications received 120 events and spent 469.5 hours recruiting prospective students	Scholarships to support transfer students and first-time students; better collaboration with community colleges; continue to build better relationships with local schools; we need to expand our recruitment territory outside of MD
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Table 2

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus. (Select Examples)				
Institution	Efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
BSU	Created Diversity and Inclusion Workgroup (FY 2018) to develop experiences to support a climate that respects diversity and inclusion	Inaugural Diversity and Inclusion Week events included: an informational for faculty and staff on diversity resources at BSU, a town hall meeting for the campus to gain insight on the programming and academic options they believe would increase appreciation of diversity. Currently, the Workgroup is reviewing surveys for incoming students to identify cultural preferences that BSU can proactively accommodate in their living and learning environments.	New initiative	The Diversity and Inclusion Workgroup has been charged with creating a revised Diversity and Inclusion Plan during FY 2019

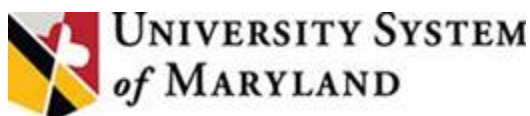
<p>FSU</p>	<p>Create a Campus Environment that Promotes the Valuing of Cultural Diversity</p> <p>Establish institutional offices and organizations to help build intercultural understanding and broaden cultural awareness on campus by encouraging students, faculty, and staff to engage with cultures different from their own through their participation in co-curricular and professional development programs</p> <p>*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</p>	<p>FSU's <i>Center for Student Diversity, Equity, and Inclusion</i> programs and 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> <p>FSU's <i>Center for Student Diversity, Equity, and Inclusion</i> programs and activities to engage students, faculty, and staff in experiences targeting instruction and training on cultural sensitivity</p> <p>Partnerships with other institutions in the University System of Maryland to increase the number of underrepresented minorities pursuing graduate school</p>	<p>The Center worked with faculty and staff to:</p> <ul style="list-style-type: none"> *Provide support and leadership development to marginalized student identity groups *Promote interaction and awareness among students, faculty, and staff *Coordinate and facilitate the Introduction to Diversity Workshop—required of all first-year, full-time students as part of the programs offered in the Introduction to Higher Education. Participation in the workshop increased to 90% (up from 85% fall 2016) in the fall 2017 semester. <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 2016-2017 cohort included five students (three African American females and two Caucasian males).</p>	<p>Explore strategies to increase participation in the Introduction to Diversity workshops</p> <p>Seek funding to sustain activities led by the Center, and hold a "Train-the-Trainer institute during summer/fall 2018</p> <p>Identify funding to support FSU students' participation in activities hosted at partner institutions</p>
<p>TU</p>	<p>Intergroup Dialogue – a multi-week program that brings together small groups of students across social identity groups to increase social consciousness and build bridges across group differences. Faculty and staff members</p>	<p>Participation rates</p>	<p>Facilitators trained: 18 Faculty facilitating: 9 Staff facilitating: 9 Student participants: 114</p>	<p>IGD is a multi-week program that brings together small groups of students across social identity groups to increase social consciousness and build</p>

	serve as facilitators. (summer 17, fall 17 and spring 18)			bridges across group differences. Faculty and staff members serve as IGD facilitators (summer 17, fall 17, and spring 18).
UMB	<p>Pilot a cultural responsiveness training program open to all staff and faculty (Campus Life Services – Interprofessional Student Learning & Service Initiatives)</p> <p>Increase the number of faculty and staff who have completed diversity and inclusion trainings (School of Social Work)</p>	<p>*Launching of program *Recruit 14 participants *Retention rate</p> <p>Percent increase</p>	<p>*The Safety Pin Initiative was successfully launched on 10/17 *16 participants recruited *87.5% retention rate</p>	<p>Expansion of program is being evaluated</p> <p>Explore ways to accurately track attendance for activities within and outside of the SSW</p>
UMCES	<p>UMCES began its first Institutional Assessment process in July 2018. Includes a campus climate, diversity and inclusion assessment. Will include external consulting group implementation of survey and results review. Expect to complete process by November 2018.</p> <p>Ongoing pursuit of gift and grants that support cultural diversity initiatives</p>	<p>Interviews and Campus Climate Survey results</p> <p>Number and \$ value of gifts and grants received</p>	<p>First year of implementation – expected data results November 2018</p> <p>In addition to \$300k in NOAA funding to support minority student success in marine sciences, UMCES also obtained private funding in support of research mentoring activities for underrepresented community college students in STEM</p>	N/A until final results
UMUC	<p>Diversity as a Core Value and Competency *Heighten awareness of university-wide definitions and understanding of diversity *Ensure that management practices demonstrate knowledge and</p>	<p>Number of diversity training programs</p> <p>Number of new hires that have received briefing from Diversity and Equity Team</p>	<p>Conducted 15 Diversity Training Programs</p> <p>24 briefings to 264 new hires (staff)</p>	Additional similarly targeted funding opportunities

	<p>understanding of the skills necessary to manage a diverse workforce</p> <ul style="list-style-type: none"> *Provide all staff with opportunities for diversity education and training *All new hires receive diversity briefing from Chief Diversity Officer during onboarding *Purchase of new online training modules through Everfi 	<p>Online training modules include:</p> <ul style="list-style-type: none"> •Accommodating Disabilities *Title IX/Clery Act *Inclusion in the Modern Workplace *Harassment and Discrimination Prevention *Managing Bias *Workplace Violence Prevention 		
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APPENDIX B

BOWIE STATE UNIVERSITY



2017-2018

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

Institution: Bowie State University

Date Submitted: June 29, 2018

Point(s) of Contact (names and email addresses): Gayle Fink, gfink@bowiestate.edu

Section I: Progress Report: §11-406 of the Education Article states that each public institution of higher education in the State shall submit a progress report regarding the institution's implementation of a plan for a program of cultural diversity. Progress on the following institutional goals should be reported:

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.

Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery.

Goals 1 and 2 will be reported in Table 1 and Table 2 below; no additional narrative is needed. Details should include strategies for implementation, metrics to measure how progress is being evaluated, indicators of success about how progress has been achieved, and areas where continuous improvement is needed for select, key initiatives and strategies. Goal 3 should be provided in a brief statement as noted below.

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 three sections:

1. a progress report on Bowie State University's Cultural Diversity Plan efforts to increase the numbers of traditionally underrepresented students, faculty and staff populations and a description of initiatives designed to create positive interactions and cultural awareness across the campus,
2. a summary of BSUs Cultural Diversity Plan; and
3. 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 believe 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 I - Table 1: Reporting of Institutional Goal 1

<p>Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.</p> <p>Timeline for meeting goal within the diversity plan: Continuous</p>			
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
Students			
Increase the number of new students from diverse ethnic groups.	Increase new student ethnic diversity by 1 percent annually.	<p>% non-African-American First-time UNG Fall 2015 15%; Fall 2016 11%</p> <p>New Transfer UNG Fall 2015 18%; Fall 2016 13%</p> <p>New Graduate Students Fall 2015 32%, Fall 2016 25%</p>	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	<p>Overarching measures: Second year retention rates</p> <p>Six-year graduation rates</p> <p>Progression rates</p>	<p>First-time Students 2nd Year Ret - Fall 2014/fall 15 – 71%/76%</p> <p>6 Year Grad - Fall 2009/fall 2010 – 33%/41%</p> <p>Progress to Soph Status in 1 year Fall 14/Fall 15- 16%/23%</p> <p>Transfer Students (Fall) 2nd Year Ret - Fall 2014/fall 15 – 74%/73%</p> <p>5 Year Grad - Fall 2010/fall 2011 – 50%/55%</p> <p>Progress rate to Jr status in 1 year Fall 14/Fall 15- 58%/58%</p>	Initiatives outlined in the reports are annually evaluated and adjusted to continue supporting student success.
Faculty, Staff and Administrators			
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	Continuing regular training programs.

		for these trainings. In person training was also provided in units.	
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
To increase faculty diversity, the Department of Fine and Performing Arts was intentional about hiring qualified full- and part-time faculty from various backgrounds.	Percentage of new faculty hired from various backgrounds	Between 2016-2016, new full-time hires reporting ethnicity: 60% Caucasian, 20% Hispanic and 20% African-American	

Section I - Table 2: Reporting of Institutional Goal 2

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.

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 international and diversity awareness in the curriculum (Academic Affairs)			
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.
To increase student diversity, Department of Fine and Performing Arts seeks to target selected schools for recruitment.	Form a collaborative relationship with two area high schools that have potential to become feeder schools for DFPA programs. Host high school and/or community college invitationals at BSU FPAC.	Progress not achieved in 2016-17	Recruitment strategies need revamping. Increase community engagement.
Increase College of Business student awareness of Wall Street employment opportunities	Annual National Association of Securities Professionals HBCU annual business lunch in NYC	Bowie State University was the largest group in attendance.	

Expand co-curricular programs that promote diversity awareness (Student Affairs)			
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 groups	
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		
DFPA Theatre Arts program offer more non-traditional and thought-provoking main stage productions that would stimulate discussions about culture and social awareness, particularly in general education offerings.	Number of productions Student discussions in theatre courses	BSU Theatre offered four performances of one main stage production that challenged gender, culture, and religious norms. Faculty reported all THEA 105, Introduction to Theatre, classes engaged in discussions that centered on the musical production and diverse perceptions of culture as related to ethnicity, gender and religion. This is the principal general education course in theatre, enrolling 90 to 120 students each semester.	Gather more immediate evaluation data from audiences to use as part of the discussions in classes. Expand purposed dicussions to other upper division theatre courses.
Maintain a campus climate that respects and values diversity (Cabinet)			
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.
Created Diversity and Inclusion Workgroup (FY 2018) to develop experiences to support a climate that respects diversity and inclusion	Inaugural Diversity and Inclusion Week events included: an informational for faculty and staff on diversity resources at BSU, hosting a town hall meeting for the campus to gain insight on the programming and academic options they believe would increase appreciation of diversity. Currently, the Workgroup is reviewing surveys for incoming students to identify cultural preferences that BSU can proactively accommodate in their living and learning environments.		The Diversity and Inclusion Workgroup has been charged with creating a revised Diversity and Inclusion Plan during FY 2019.
Support units providing programming to support a welcoming campus climate	Programs offered by the Center for Global Engagement, the	Office of Student Leadership <ul style="list-style-type: none"> An American Descent: Lecture and discussion (May) 	

	Office of International Programs, the International Student Office, the Gender and Sexual Diversities Resource Center, the Counseling Services Center and Disabled Student Services office.	<ul style="list-style-type: none"> • Social Justice: Lecture and Discussion (Feb) <p>Division of Student Affairs Fall and Spring Conversations with:</p> <ul style="list-style-type: none"> • Gay Straight Alliance • Racies • Saudi Students Club • Navigators <p>Student Programs</p> <ul style="list-style-type: none"> • Black Male Agenda: Discussion: Who Am I (Sept) • Black Male Agenda: How to use your liberal arts degree for black liberation (Nov) • Gay Straight Alliance: Healthy Sexuality Workshop (Nov) • Gay Straight Alliance: LGBT and Mental Health Program (Dec) • National Council of Negro Women: Purple Intervention: Lecture and discussion (Nov) • Raices: Bridging Communities Together; Discussion (March) • Raices: DACA Teach In (April) • Raices: Embrace your Raices Discussion (Nov) • Raices: What are your Raices? : Lecture and discussion • SGA: Diversity Fest- Homecoming; Music and Fashion (Oct) • SGA: Fitness Classes based Socacise, (Caribbean influenced workout class) (Fall) • SGA: Miss Bowie State held a feminine products drive for Ghana (March) • Sigma Gamma Rho: Blackish: Viewing and Discussion (Nov) • Sigma Gamma Rho: Supporting Our HBCUs: Discussion (Nov) • Student Alumni Association: Purple Intentions: Discussion (Nov) • Zeta Phi Beta: For the Culture (black history month trivia): Participation and Discussion (Feb) 	
Continue diversity training programs	Employee attendance	The Office of Human Resources has offered a variety of face to face training sessions over the past year to address different aspects of workplace and classroom diversity. These training sessions have included the following topics: "Helping Individuals in Distress",	Continuing regular training programs.

		<p>"How to Deal with Difficult People", "Creating Effective Teams", "Classroom Behavior Management", "Creating a Classroom Community", and "Learning Styles and Learning Needs." Additionally, the Office of Human Resources provides employees with self-paced training courses through our Skillsoft eLearning platform on workplace and classroom diversity topics. Some of the highlighted workplace diversity courses offered include the following: "Your Role in Workplace Diversity," "Bridging the Diversity Gap," "Workplace Management: Global HR, Diversity, and Inclusion," "The Importance of Diversity and the Changing Workplace", and "Diversity on the Job: Diversity and You."</p>	
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Section I - Statement 1: Reporting of Institutional Goal 3

Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery. Do not include statistics.

Bowie State University remains compliant with the reporting requirements Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act by providing appropriate disclosures on an annual basis (<https://www.bowiestate.edu/campus-life/campus-police/clery-act/>)

Section II: Institutional Plan: §11-406 of the Education Article states that each public institution of higher education in the State shall develop and implement a plan for a program of cultural diversity that enhances cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff at the institution of higher education. The plan should include:

- i. Implementation strategy and a timeline for meeting goals within the plan;
- ii. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations;
- iii. A description of how the institution plans to enhance cultural diversity (if improvement is needed);
- iv. A process for reporting campus-based hate crimes; and
- v. A summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally-diverse student body.

Please submit your narrative Institutional Plan for a Program of Cultural Diversity. Your institutional plan should align with the information you shared in Section I. The Plan should be in an appendix and should not be included in the 12-page maximum.

Approach to Cultural Diversity

The University's 2013-2018 Strategic Plan and the annual planning process provide the framework for promoting cultural diversity across the campus. Strategic Plan, Goal 2 specifically 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.

In the past, the University took 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.

In FY 2018, the University’s Diversity and Inclusion Committee began its work by developing its mission and goal statements. The work of this committee aligns with the new 2018-2023 Strategic Plan goal on diversity and inclusion. In the future, the Diversity and Inclusion Committee will develop a campus plan and coordinate campus efforts to promote diversity and inclusion.

Diversity and Inclusion Statement at Bowie State University

Diversity is one of the core values of Bowie State University. We strive to be a diverse and inclusive campus community which both appreciates our historical narrative and celebrates the strengths that a diverse campus community brings to all. Diversity and inclusion brings high value to the educational experience of our students and as well to our faculty and staff. At the core its core we understand that all people have talent and potential that is spread across communities and groups, locally and globally. Inclusion means creating an environment of respect, connection and involvement among people with different experiences and perspectives. We strive to create a truly diverse and inclusive environment where the richness of ideas, backgrounds, and perspectives of our community is harnessed to create value for our institution, today and in the future.

Diversity and Inclusion Committee Mission Statement:

To create a truly diverse and inclusive environment where the richness of ideas, backgrounds, and perspectives of our community is harnessed to create value for our institution, today and in the future.

Diversity and Inclusion Committee Vision Statement:

To position Bowie State University as a community of respect, connection and involvement among people with different experiences and perspectives.

Diversity and Inclusion Goals:

- To promulgate a university community where everyone coexists in unity and peace
- To provide access and support to anyone who feels excluded, unwelcome or marginalized
- To promote consciousness and appreciation for different perspectives through programming and discussions on campus and in the community

Section III: Demographic Data: Per the request of the Board of Regents, institutions will include demographic data in each annual progress report on programs of cultural diversity. To meet this requirement, please provide separate student (Table 3), faculty (Table 4), and staff (Table 5) demographic data as indicated in the example below. These tables should be in an appendix and should not be included in the 12-page maximum.

The dates within this table have been updated to reflect 2008-2009 (the baseline year as determined by the passage of associated legislation) and 2010-2011 (the year in which the federal government revised race/ethnicity categories).

Students

	Baseline: 2008-2009				2010-2011				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	4835	88%	1696	3139	4951	89%	1774	3177	4713	83%	1745	2968	5054	82%	1848	3206
American Indian or Alaska Native	17	0%	4	13	20	0%	6	14	4	0%	1	3	6	0%	1	5
Asian	91	2%	26	65	80	1%	31	49	67	1%	32	35	71	1%	39	32
Hispanic/Latino	95	2%	34	61	103	2%	36	67	177	3%	54	123	227	4%	68	159
White	266	5%	80	186	227	4%	68	159	161	3%	42	119	182	3%	56	126
Native American or other Pacific Islander	0	0%	0	0	2	0%	0	2	7	0%	0	7	10	0%	1	9
Two or more races	0	0%	0	0	5	0%	1	4	227	4%	73	154	225	4%	71	154
Did not self identify	179	3%	70	109	190	3%	64	126	313	6%	146	167	373	6%	193	180
Total	5483	100%	1910	3573	5578	100%	1980	3598	5669	100%	2093	3576	6148	100%	2277	3871

Source: EIS

Full-time Instructional Faculty

	Baseline: 2008-2009				2010-2011				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	147	67%	69	78	158	69%	74	84	141	64%	58	83	135	63%	59	76
American Indian or Alaska Native	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0
Asian	8	4%	4	4	10	4%	6	4	11	5%	6	5	10	0%	6	4
Hispanic/Latino	12	5%	9	3	10	4%	5	5	12	5%	6	6	12	0%	6	6
White	45	21%	29	15	37	16%	23	14	33	15%	21	12	35	1%	21	14
Native American or other Pacific Islander	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0
Two or more races	0	0%	0	0	0	0%	0	0	1	0%	0	1	1	0%	0	1
Did not self identify	7	3%	1	6	14	6%	8	6	22	10%	10	12	20	0%	10	10
Total	219	100%	112	106	229	100%	116	113	220	100%	101	119	213	3%	102	111

Source: EDS

Full-time Staff

	Baseline: 2008-2009				2010-2011				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	268	80%	111	157	269	80%	104	165	280	75%	104	176	276	130%	106	170
American Indian or Alaska Native	1	0%	0	1	1	0%	0	1	0	0%	0	0	0	0%	0	0
Asian	9	3%	8	1	6	2%	3	3	7	2%	2	5	6	0%	2	4
Hispanic/Latino	7	2%	2	5	10	3%	7	3	4	1%	3	1	7	0%	5	2
White	28	8%	11	17	25	7%	8	17	34	9%	12	22	32	1%	12	20
Native American or other Pacific Islander	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0
Two or more races	0	0%	0	0	0	0%	0	0	3	1%	0	3	2	0%	0	2
Did not self identify	23	7%	7	16	27	8%	9	18	44	12%	21	23	45	1%	17	28
Total	336	100%	139	197	338	100%	131	207	372	100%	142	230	368	6%	142	226

Source: EDS

COPPIN STATE UNIVERSITY



INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

AY 2017 - 2018

June 29, 2018

Office of Academic Affairs

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT
COPPIN STATE UNIVERSITY
AY 2017 - 2018

BACKGROUND

Education Article 11-406, of the Code of Maryland Regulations, states that each public institution must annually submit updates on plans of cultural diversity. At Coppin State University (CSU), 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. Additionally, the University's programs, strategies, and activities are inclusive of persons regardless of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, and military status. As required by the University System of Maryland (USM), CSU has developed and implemented a plan that enhances cultural diversity and inclusion awareness through instruction and training of the student body, faculty, and staff. Using the template provided by the USM, details of the plan are provided below.

SECTION I: Progress Report on Goals 1-3

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.

Timeline: 2020

Programs/Initiatives	Metrics	Progress	Areas of Improvement
1. Continue to recruit, hire, and retain a diverse faculty and staff body using online and print publications that reach populations of various race and ethnicities.	1. No. of Faculty and staff by race/ethnicity; Affirmative Action Report; number and type of publications	1. The proportion of Asian faculty increased from 3% to over 3.7%. The proportion of Asian staff increased from 4% to 6.5% since the baseline year.	1. The University needs to improve recruitment and hiring of faculty and staff who report are Native Americans, Foreign, and Caucasian.
2. Provide Fair Housing (Residence Hall) Training annually	2. No. of Staff Participants trained	2. 100% Housing Staff Participated in training	2. Ensure the training is conducted yearly.

3. Recruitment of International Students, including student-athletes	3. Percent International Students; number and percent student-athletes	3. Percent of international students has increased from 6% to 14.6%	
4. Annual Martin Luther King, Jr. Day – a speaker series and recognition ceremony that is open to the campus and local community	4. Number of participants annually; Quantify satisfaction survey results.	4. Positive reception of the event and positive interactions among student, faculty, and staff attendees.	4. Provide formal evaluation tools for next year's event
5. Diversity and Academic Programs –The School of Education has plans to broaden the scope of diversity within its academic programs. Also, within the scope of General Education, future plans are to infuse diversity into General Education and conduct assessments.	5. Data from future assessments on students' learning and experiences.	5. Anticipated results include greater awareness and inclusion of persons of all race and ethnicities in instructional programs and examples, and in students' practical experiences.	5. New Initiatives; measures under development.

Goal 2: Create Positive Interactions and cultural awareness among students, faculty, and staff on campus.

Timeline: 2020

Programs/Initiatives	Metrics	Progress	Areas of Improvement
1. Safe Space Training – conducted by the Counseling Center to provide training to students, faculty, and staff and to transfer knowledge, awareness, appreciation, and	1. No. of student, faculty, and staff participants	1. Approximately 49 participants were educated and informed about the LGBTQIA community; new efforts to provide awareness	1. Expand Safe Space to individual units on campus to ensure 100% participation.

understanding of LGBTQIA student issues.		and inclusion; safe spaces created.	
2. Campus-wide student mentoring and support programs for personal and academic intervention. Programs include CLAC, Our House, LLCs, etc.	2. No. of Programs; participants; success rates	2. Impact on student success measures such as increased retention and graduation rates.	2. Need to attain and sustain level funding for selected mentoring and support programs; need evaluation data of each event to measure impact.
3. Professional Development for Staff by all units on campus conducted by Human Resources - HR provided training on Workplace Civility and Conflict Resolution hosted by MD Commission on Civil Rights; regular workshops held during University Day.	3. No. of participants; workshops	3. Positive Interactions and Cultural Awareness	3 & 4. Ensure all new hires are given civility and conflict management information at the time of hiring.
4. Professional Development for Faculty by all units on campus – Academic Affairs	4. No. of participants; workshops	4. Positive Interactions and Cultural Awareness	
5. Annual Diversity Day - Hosted by ITD Division; shares food from cultural backgrounds, employees dress in their native attire.	5. No. Participants by race/ethnicity	5. Diverse staff of 10 women, 2 Blacks, 17 African American, 1 Hispanic, 6 Asian, 5 White, 1 Native Amer., 1 Mid-East	5. Expand the event beyond the IT Division.
6. Cultural Awareness Expo in Athletics			6. This is a planned event for the upcoming year.
7. Campus-wide Monthly, Information Sessions on LGBTQIA community; hosted by all divisions – flyers, seminars, and lectures.	7. No. of Students, faculty, staff participants and no. served		7. Continue efforts to broaden education to the campus; broaden use of safe space signage; promotions of awareness campaigns.

8. Intrusive Advisement for International Students (F-1 Visa) – includes counseling, safe space talks; government support and advice.	8. No. of students served	8. No. of students enrolled each semester have less issues and concerns with visas.	8. Establish concrete measures for advisement.
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Statement 1 (do not include statistics): Reporting of Institutional Goal 3 - Hate Crimes

INSTITUTION HAS A PROCESS FOR REPORTING HATE CRIMES

Although hate crimes have been zero or minimal at the University, the campus has several outlets for reporting hate crimes and any other malicious acts by students, faculty, and staff. CSU is compliant with the processes outlined by the USM as well as the federal requirements under the Clery Act of 1990. The process is detailed on the University's website (Campus Police site) at https://www.coppin.edu/downloads/file/1302/complaint_procedure. The campus police will conduct an investigation of all complaints filed in a timely manner. 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, and if necessary, 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.

Compliance with New Requirements

The Maryland Higher Education Commission (MHEC) requires that institutions submit reports on Hate-Bias Plans and Hazing Policies. CSU is in the process of developing a plan that will include incident response protocols and a process for tracking reported incidents. This will be in place as required by the Joint Chairs Report. The Policy on Hazing will include programs to educate and increase awareness of hazing among the student population as well as reporting protocols. Both plans will be submitted to MHEC by September 1, 2018.

APPENDIX

SECTION II: INSTITUTIONAL PLAN NARRATIVE

SECTION III: INSTITUTIONAL DATA

SECTION II: INSTITUTIONAL PLAN NARRATIVE – Report on Progress

CSU's defines cultural diversity as strategic programming related to the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education. Also, the University is inclusive of persons regardless of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, and military status. Cultural diversity and inclusion is a central to the institution's mission.

Institutional Mission Statement (revised 2018)

Coppin State University, a historically black institution in a dynamic urban setting, serves a multi-generational student population, provides innovative education opportunities, and promotes lifelong learning. The University fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development.

Cultural Diversity Among Students

CSU is uniquely capable of addressing the preparation of multigenerational students from the State of Maryland, Baltimore City and County, and regions beyond. The University extends its preparations beyond the traditional classroom by providing experiential and authentic learning experiences to students who have been differently prepared. To address the cultural diversity goals of the USM, the university has aligned its plan to help the system meet its goals accomplish greater diversity and inclusion. Data below and explanations show progress towards greater diversity and inclusion.

Since the 2008-2009 baseline year, the University experienced a decline in overall enrollment of all students. However, progress towards maintaining a diverse student population is noted. There has been a slight increase in the number of Asian student population since the baseline data report. The population went from 0.2% to 1% Asian this current year. The University has consistently had a 75% to 25% female-to-male ratio and has been able to maintain a strong Latino student population with a notable increase to 3% from the baseline of 0.4%. In lieu of national challenges with international student policy, CSU has increased the number and percent of foreign students from 1% during the baseline year to 14.6% to date. Selected initiatives described below have supported the University's efforts although there continues to be room for improvement.

The following programs, strategies, and initiatives support enrollment, retention, and graduation, and continue to yield positive results. Selected support programs and interventions include:

- **Summer Academic Success Academy (SASA)** - The Summer Academic Success Academy is an intensive, six-week campus-based, residential program that prepares students for the transition from high school to college. At-risk students have the opportunity to develop confidence and earn college credit prior to the start of the fall semester. SASA

students receive information on financial literacy, career planning, personal growth, and other campus resources and support services.

- **First Year Experience (FYE)** - The First-Year Experience program serves as the advisement hub for first-year and sophomore students. Students receive intrusive advisement and guidance through the completion of the first 30 credits of their General Education curriculum.
- **Academic Success Centers (ASC)** - The Centers, housed within each of the four colleges, are staffed by full-time academic advisors and retention coordinators. Staff members monitor student progression, perform registration outreach, and direct students to support services needed for success.
- **Our House Community Mentoring** - Our House provides mentoring for incoming freshmen through a combined peer mentoring and staff mentoring program. Run as a pilot in AY2014, results show a higher freshmen to sophomore retention rate and academic achievement when compared to the University.
- **Connecting Ladies across Campus (CLAC)** - CLAC is designed to build self-esteem in female students with the ultimate goal of empowering them in womanhood, sustaining academic excellence, and building personal and professional relationships that may lead to successful careers. Paired with a mentor from the University's faculty or staff, CLAC supports CSU women of all backgrounds.
- **Living Learning Communities (LLCs)** - The LLC integrates academic learning and residential community living for Honors Scholars and entering first-year and transfer students pursuing a healthcare major. These students have the opportunity to become a part of a learning community within the residence halls. A service-learning component enhances the living learning experience for the students and assists in the development of civic responsibility and awareness.
- **Child Development Center** - Child care services offered through the James E. McDonald Child Development Center support students, employees of the University, and the community with the purpose of providing a safe, nurturing, and educational program that focuses on developmentally appropriate experiences for children. The Center addresses both the need of the campus community as well as provides quality service to the surrounding community. Students who major in Early Childhood Education complete experiential learning at the Center, contributing to their academic preparation.
- **The Center for Counseling and Student Development (CCSD)** - The Center provides quality counseling and mental health services to students experiencing personal, developmental, and psychological issues or distress. They assist students in crisis, intervene in potentially life threatening situations, provide quality outreach programs and offer other important additional services. These services address the developmental concerns of students while emphasizing prevention and professional consultative services

that increase the understanding of challenges faced by students and promotes psychological well-being.

- **Disability Support Services - Disability Support Services (DSSP)** - Housed under the Division of Academic Affairs, DSSP has been charged to create an accessible university community to ensure students have equal access to University programs, activities, and services. Policies and procedures are developed to provide students with as much independence as possible and to promote self-advocacy. The services to faculty, staff, and students on disability issues address the needs of individuals to improve the quality and effectiveness of services; advocate for the upgrading and maintenance of the accessibility of all facilities; promote access to technology resources; and provide students with disabilities the same academic opportunities as non-disabled students in all areas of academic life.
- **Center for Adult Learners (CAL)** - The Center was formed with the adult learner in mind, given that the average age of the CSU student is 26 years of age. The goals of the CAL include the following: to increase educational opportunities for first-generation college students; to strengthen the level of engagement in the culture of academic rigor; to provide a campus climate in which adult learners demonstrate satisfaction with their program of study and go on to assume careers in their disciplines or continue matriculation into graduate or professional schools; to provide a model to be replicated on a larger-scale for the University; and to inform teaching and learning effectiveness through assessment.

Administrative Staff

The Office of Human Resources (HR) offers a variety of workshops that support cultural diversity and inclusion. These workshops are offered on a regular basis and are available to all members of the campus community at least two or more times per year. Workshops include such topics on sensitivity training, managing diverse staff members, customer service, and conflict resolution. These workshops are essential since the University has staff from all types of diverse backgrounds and remain central to the university's mission. The workshops are conducted in conjunction with the Information Technology Division, Academic Affairs, and Finance and Administration.

The University experienced a decrease in the number of staff members between AY 2008-2009 and AY 2017-2018. Both populations of male and female staff members decreased from 447 to 376. The number of African Americans recruited and retained has remained constant at approximately 85%. The number of Asian staff members increased from 3% to 4% while the number of White or Caucasian has remained stable at 9%. Data show that efforts to increase representation among Native Americans and Foreign staff member could be further enhanced.

Diversity among Faculty

Faculty Recruitment Coppin's unique geographic location within the Baltimore City limits makes it an attractive environment for faculty to have careers and focus on instruction, research and service to the University. Overall, faculty members find the campus to be a welcoming environment. The University makes every effort to advertise in diverse publications to ensure that individuals in the country and worldwide would have access to job opportunities with the University. These publications include, but are not limited to the Washington Post, the Chronicle of Higher Education, Diverse Issues, Latinos in Higher Education, LinkedIn, HigherEdjobs.com, and other publications that are able to reach remote areas.

The University maintains subscriptions to diverse publications in an effort to ensure that when searches are conducted for new faculty, candidates will derive from diverse locations. While the limitations of dollars for advertising continue, the University is able to post positions in print and online journals, many of which may be discipline-specific. Budget constraints have contributed to the University's inability to be even more aggressive in its recruitment and hiring of an appropriate number of faculty members across all of its disciplines. Also, internally, the institution is reviewing all of its academic programs, including faculty and all other resources necessary for successful programming.

The following data show that overall, faculty recruitment has somewhat slowed. In AY 2017-2018, the University had 246 members of personnel classified in a type of faculty position. This number is a drop from the previous academic year which was reported to be 267 members of personnel who were faculty positions (full-time faculty; part-time faculty members). Out of the 246 faculty members, 56% are female and 44% are male. While there has been a decrease in the number of overall faculty, the population remains largely African American (78%). The Asian faculty member population increased from 4% to 6.5% and Caucasians remained stable at 13%. Data show that enhancements could be made to increase the number of underrepresented Native American faculty members.

SECTION III: DEMOGRAPHIC DATA ONLY

STUDENTS

	Baseline: 2008-2009				2015-2016				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	3473	85.7%	722	2751	2666	86%	653	2013	2519	86%	562	1957	2250	77.8%	478	1772
American Indian or Alaska Native	4	0.1%	2	2	2	0%	1	1	3	0%	1	2	3	0.1%	0	3
Asian	10	0.2%	0	10	11	0%	1	10	21	1%	7	14	18	0.6%	6	12
Hispanic/Latino	17	0.4%	8	9	70	2%	24	46	71	2%	25	46	81	2.8%	32	49
White	90	2.2%	25	65	57	2%	21	36	57	2%	25	32	42	1.5%	20	22
Native American or other Pacific Islander	0	0.0%	0	0	0	0%	0	0	1	0%	1	0	0	0.0%	0	0
Two or more races	0	0.0%	0	0	37	1%	10	27	36	1%	11	25	30	1.0%	10	20
Foreign	0	0.0%	0	0	197	6%	72	125	175	6%	59	116	422	14.6%	118	304
Did not self- identify	457	11.3%	139	318	68	2%	18	50	56	2%	8	48	46	1.6%	8	38
Total	4051	100%	896	3155	3108	100%	800	2308	2939	100%	699	2240	2892	100%	672	2220

FACULTY

	Baseline: 2008-2009				2015-2016				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	410	92	148	262	299	87%	119	180	325	86.2%	125	200	321	85.4%	118	203
American Indian or Alaska Native	0	0	0	0	0	0%	0	0	0	0.0%	0	0	2	0.5%	1	1
Asian	13	3	9	4	11	3%	7	4	12	3.2%	8	4	14	3.7%	8	6
Hispanic/Latino	2	0	1	1	2	1%	1	1	4	1.1%	2	2	5	1.3%	3	2
White	20	4	12	8	30	9%	22	8	33	8.8%	26	7	34	9.0%	26	8
Native American or other Pacific Islander	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	1	0%	0	1	1	0.3%	0	1	0	0.0%	0	0
Foreign					1	0%	1	0	2	0.5%	2	0	0	0.0%	0	0
Did not self- identify	2	0	0	2	0	0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Total	447	100	170	277	344	100%	150	194	377	100%	163	214	376	100%	156	220

STAFF

	Baseline: 2008-2009				2015-2016				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	241	80%	91	150	191	74%	70	121	204	76.4%	79	125	192	78.0%	72	120
American Indian or Alaska Native	0	0%	0	0	1	0.4%	0	1	1	0.4%	0	1	1	0.4%	0	1
Asian	13	4%	10	3	14	5%	11	3	13	4.9%	9	4	16	6.5%	10	6
Hispanic/Latino	1	0%	0	1	3	1%	1	2	2	0.7%	1	1	3	1.2%	1	2
White	37	12%	27	10	38	15%	26	12	38	14.2%	27	11	33	13.4%	25	8
Native American or other Pacific Islander	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	1	0.4%	0	1	1	0.4%	0	1	1	0.4%	0	1
Foreign		0%	0	0	9	4%	7	2	8	3.0%	6	2	0	0.0%	0	0
Did not self- identify	9	3%	4	5	0	0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Total	301	100%	132	169	257	100%	115	142	267	100%	122	145	246	100%	108	138

FROSTBURG STATE UNIVERSITY

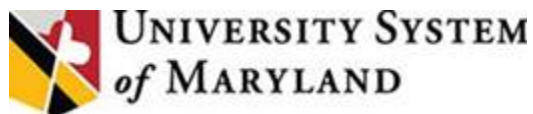


One University. A World of Experiences.

Section I

CULTURAL DIVERSITY PROGRAM ANNUAL PROGRESS REPORT PREPARED BY THE OFFICE OF THE PROVOST June 2018

Submitted to:



2017-2018

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY

ANNUAL PROGRESS REPORT

Institution: Frostburg State University

Date Submitted: June 4, 2018

Point(s) of Contact (names and email addresses): **Dr. Doris Santamaria-Makang**
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This report follows the University System of Maryland (USM) guidelines for the 2017-2018 Annual Progress Report on Frostburg State University's Cultural Diversity Program. The report contains the following three sections.

SECTION I

- Frostburg State University's Progress Report on USM Goals One, Two, and Three
- Table 1 3
- Table 2 7
- Campus Statement on the process for reporting campus-based hate crimes 13

SECTION II

- Frostburg State University's Cultural Diversity Program Appendix A

SECTION III

- Institutional Demographic Data Appendix B

Provides associated comparative demographic data for fall 2010, fall 2016, and fall 2017 with that of fall 2009. These data outline FSU's significant progress over the last eight years towards achieving its diversity goals.

This information is presented in Tables 3-5, for students, faculty, and staff, respectively.

SECTION I

INSTITUTIONAL PLAN AND GOALS

Frostburg State University (FSU) continues to implement and evaluate strategies and action priorities according to their contributions to the following five *Diversity Goals* established in its 2008-2018 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

IMPLEMENTATION

Tables 1 and 2 describe the initiatives and strategies of the University's Cultural Diversity Program that are intended to address the cultural diversity goals identified by USM:

- **Table 1: USM Goal 1-** *Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty: FSU's Diversity Goals 1-3.*
- **Table 2: USM Goal 2 -** *Create positive interactions and cultural awareness among students, faculty, and staff on campus: FSU's Diversity Goals 4-5.*

Section I - Table 1

USM Goal 1: 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			
Timeline for meeting FSU Goal 1 is fall 2018: FSU's Diversity Program will be updated and revised in AY 2018-2019			
<p>The minority student population at Frostburg represented 43.7% of its overall undergraduate population in the fall of 2017. Additionally, the number of undergraduate minority students enrolled at the University has increased 53.4%, from 1,345 minority undergraduates in fall 2009 to 2,064 in fall 2017 (see Table 3 in Appendix B). African American student headcount has grown by 31.5% from 1,127 in fall 2009 to 1,483 in fall 2017.</p>			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. Strategies are numbered followed by their Action Priorities.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
FSU 1.1: Enhance marketing and recruitment efforts that target underrepresented students.			
a) Continue to send mailings and electronic communications to underrepresented students who meet the University's admission criteria.	The purchase of names from minority populations from the pool of students who take the PSAT in their junior year of high school.	Student Search Services Comparison data shows that minorities represented 26.8% of the total names purchased for the fall 2009 entering first-year class, as compared to 36% for the fall 2017 class. <i>Data Source: PeopleSoft Queries F09;orig SSS file F17</i>	Continue to investigate other avenues of "prospect" and "inquiry names" to ensure that the makeup and size of the first-year class meets the university's goals.
b) Continue to arrange recruitment trips to urban high schools in Maryland.	The number of trips to urban high schools Maryland.	During fall 2016 and spring 2017 (to recruit the Fall 2017 class): Either through individual high school visits, or visits to high schools as part of a college fair format program, FSU had a total of 32 visits at 19 high schools in Baltimore City.	Seek out new communication strategies to increase knowledge of counselors in minority markets.
c) The University will make a good faith effort to recruit and employ qualified minority staff to enhance marketing and recruiting efforts that target underrepresented students.	The number of minority candidates offered staff positions at the University.	See results under FSU Diversity Goal 3.	

<p>FSU 1.2: Familiarize high school students, teachers, and administrators from selected areas with the University's programs and services.</p> <p>a) Continue bus trips to FSU from targeted areas and engage FSU minority students to serve as tour guides.</p>	<p>The number of bus trips to FSU with minority attendees.</p> <p>The number of minority students in attendance at FSU admitted student receptions.</p>	<p>The Office of Admissions hosted approximately 750 prospective high school students during 23 different bus trips to FSU from primarily minority high schools. Additionally, 72% of prospective fall 2017 students attending the "admitted student receptions" sponsored by the Admissions Office were minorities (83 of 115 students).</p>	
<p>FSU 1.3: Enhance college-readiness programs and promote them to minority and first-generation students.</p> <p>a) Continue programs designed to prepare underrepresented students for postsecondary education at FSU.</p> <p>b) Provide additional academic support for underrepresented high school students from Allegany, Garrett, Washington, Montgomery, Anne Arundel, Prince Georges, and Frederick counties and Baltimore City.</p>	<p>FSU programs designed to prepare underrepresented students for postsecondary education at FSU.</p> <p>FSU programs designed to provide academic support for underrepresented high school students from Allegany, Garrett, Washington, Montgomery, Anne Arundel, Prince Georges, and Frederick counties, and the city of Baltimore.</p>	<p>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.</p> <p>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.</p>	
<p>FSU 1.4: Increase the number of underrepresented students who transfer to FSU from community colleges.</p> <p>a) Continue to expand 2+2 and dual-degree programs with community colleges.</p> <p>b) Continue to establish dual-admission agreements with community colleges.</p> <p>c) Provide additional individualized support services to transfer students.</p>	<p>The number of transfer students enrolled in FSU from minority groups.</p> <p>The number of dual-degree agreements with community colleges.</p> <p>The number of dual-admission agreements with community colleges.</p> <p>Services provided to transfer students.</p>	<p>An increasing number of transfer students are from minority groups. New minority transfer students represented 16.3% of the new transfer population in fall 2009 compared to 31% in fall 2017. <i>Data Source: Enrollment Information System file (EIS)</i></p> <p>In FY 2018, FSU had active articulations with 13 of 16 Maryland community colleges (Source: FSU's Office of Admissions).</p> <p>Dual-admission agreements are in place with Allegany College of Maryland and Hagerstown Community College. More dual admission agreements with regional and statewide community colleges are expected in the future.</p> <p>Students who transfer to FSU without a declared major are assigned to the Center for Academic Advising and Retention (CAAR) office. Staff in that office serve as the student's academic advisor and provide a welcoming connection to the campus. Twenty new transfer students were served through CAAR in the 2017 academic year; seven of those students are African-American.</p>	<p>Investigate additional methods to ensure the makeup and size of the transfer student class meets the university's goals.</p>

FSU's Diversity Goal 2: Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students			
Timeline for meeting FSU Goal 2 is fall 2018: FSU's Diversity Program will be updated and revised in AY 2018-20019			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. Strategies are numbered followed by their Action Priorities.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
FSU 2.1: Sustain the implementation of continuing and new programs intended to enhance student success and increase underrepresented minority and first-generation student retention and graduation rates. a) Continue programs to enhance student success: Academic Success Network (ASN), First-Year Student Progress Survey, TRiO Student Support Services (SSS), Academic Enrichment Series, Beacon Early-Alert system, and the Tutoring Center services. b) Implement new programs to enhance student success: Expanding the Academic Success Network scope, Predictive Analytics (PAR), and HelioCampus.	Second-year and six-year graduation rates for underrepresented students at Frostburg State University.	<p>Second-year retention and six-year graduation data generated the following findings: For the fall 2016 cohort of first-time, full-time students, FSU's second-year retention rates for African American students (71%) and minorities (69%) are lower than the rate for the total student population (74%).</p> <p>The retention rates decreased from 78% (cohort fall 2015) to 71% (cohort fall 2016) for African Americans and from 77% (cohort fall 2015) to 69% (cohort fall 2016) for all minorities. The retention rate for all first-time, full-time students decreased from 77% (cohort fall 2015) to 74% (cohort fall 2016).</p> <p>Although retention rates decreased for all three measured populations, the overall rate for all first-time, full-time students decreased only three points. The decreases were significantly larger for African-Americans and all minorities at 7 points and 8 points, respectively. Six-year graduation rates increased over the reporting period for all student groups (cohort year 2010 to cohort year 2011): from 39% to 47% for African American students, from 40% to 55% for all minorities, and from 49% to 51% 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			
Timeline for meeting FSU Goal 3 is 2018: FSU's Diversity Program will be updated and revised in AY 2018-2019			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. Strategies are numbered followed by their Action Priorities.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
<p>FSU 3.1: Expand efforts to attract and retain eminently qualified minority faculty and staff.</p> <ul style="list-style-type: none"> a) Establish working relationships with doctoral granting HBCUs throughout the United States with similar demographic population and geographic location. b) Advertise faculty and staff job openings on websites devoted to diverse hiring, work with USM on hiring strategies, and create a program for underrepresented populations (in their disciplines) to teach at Frostburg as ABD doctoral students. c) Utilize The REGISTRY, a national database of diverse and strategic candidates seeking ladder-rank employment as faculty members at institutions of higher education. d) Require all search committees for faculty and staff positions to have one member of the committee responsible for ensuring that minority outreach is a priority. e) Implement the annual Development and Leadership Series to provide management training to increase employee advancement and retention. 	<p>The number of minority faculty and staff at Frostburg State University.</p>	<p>In accordance with its Cultural Diversity Program, the University continues to strive to increase the number of minority faculty and staff at the institution. As of December 2017, Frostburg State University's workforce consisted of 1,067 full and part-time employees (390 faculty and 677 staff members). Academic Affairs had fifty-one minority faculty members representing 13.07%. See Tables 4 and 5 in Appendix B.</p> <p>There are 17 minority non-tenure track faculty (9.43% of NTT faculty). Of these, 6 were African American/Black faculty (3.3%), 6 Asians (3.3%), 2 Hispanics (1.1%), 1 individual who was an American Indian (0.5%) and 2 who identified as Pacific Islander (1.2%). Additionally, there were 34 minority tenure track faculty (16.3% of FTTT). Of these 9 were African American/Black faculty (4.3%), 12 Asians (5.77%), 4 Hispanic (1.9%), and 9 individuals who identified as Other (4.3%). (See Table 4 in Appendix B).</p> <p>During FY 2018, Minority staff members (51) were employed at a rate of 7.5%. Within the administration there are 15 African American/Black staff (2.2%), 13 Asians (19%), 5 Hispanic (0.7%) and 2 individuals who identified as more than one race (0.3%). (See Table 5 in Appendix B).</p> <p>The Development and Leadership Program will again be offered during AY 2018-2019. Next year will be the fifth year for the program, which enrolls 12 FSU staff members per year.</p>	<p>Recruit continuously, not only when there are openings.</p> <p>Maintain professional networks and make note of potential candidates from underrepresented groups.</p> <p>If possible, build and develop relationships with potential candidates, keeping them in mind for future openings and/or asking them to assist in recruiting from their own networks.</p>

Section I - Table 2

USM Goal 2: *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 Valuing of Cultural Diversity			
Timeline for meeting FSU Goal 4 is fall 2018: FSU's Diversity Program will be updated and revised in AY 20018-20019			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: <ul style="list-style-type: none"> • faculty and staff cultural training programs; • curricular initiatives that promote cultural diversity in the classroom; and • co-curricular programming for students Strategies are numbered followed by their Action Priorities.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
FSU 4.1: 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. <p>a) FSU's Center for Student Diversity, Equity, and Inclusion: 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>	FSU's <i>Center for Student Diversity, Equity, and Inclusion</i> programs and 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.	During 2017-2018, the Center worked collaboratively with faculty and staff to: <ul style="list-style-type: none"> • Provide support and leadership development to marginalized student identity groups: African Student Alliance (ASA), NAACP, and the gospel choir (UVUGD). • Provide assistance in leadership development and support for planning of activities, programs and meetings to University student organizations: Black Student Alliance (BSA), Latin American Student Organization (LASO), National Council of Negro Women (NCNW) 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 and facilitate the NCBI's Introduction to Diversity Workshop—required of all first-year, full-time students as part of the programs offered in the Introduction to Higher Education (ORIE 101). Participation in the workshop increased to 90% (up from 85% fall 2016) in the fall 2017 semester. 	Explore strategies to increase participation in the Introduction to Diversity workshops.

d) Plan and implement activities to prevent gender-based harassment, sexual violence, intimate-partner violence, and stalking based on research and best-practice information.	Programs planned and implemented to prevent gender-based harassment, sexual violence, intimate-partner violence, and stalking based on research and best-practice information.	<p>In 2016, FSU restructured the previously existing President's Advisory Council Against Gender Based Violence (PACAGBV) into the current FSU's Gender-Based Harassment and Elimination Task Force (G-BHAVE). 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. Beginning in fall 2017, all first-time students were required to complete <i>Think About It</i>; an online educational platform designed by EverFi's Campus Clarity. The one-hour curriculum serves as the mandatory population-level training required by the U.S. Department of Education and the University System of Maryland to address gender-based harassment and sexual assault prevention. All first-year students participating in Introduction to Higher Education were required to participate in <i>Relating, Dating, and Communicating</i>. This 50-minute in-person seminar promotes a positive, proactive approach to preventing sexual violence by blending sexual health promotion with interpersonal communication skill building. All faculty and staff were required to complete <i>Intersections</i>; an online platform designed by EverFi's Campus Clarity. The 90-minute program discusses the methods employees can identify harassment, discrimination, retaliation, related misconduct, and report such instances as mandated by federal and state law.</p>	
e) 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.	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 2016-2017 cohort included five students (three African American females and two Caucasian males).</p> <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. 	Identify funding to support FSU students' participation in activities hosted at partner institutions.
f) Sustain the University's curricular programs designed to promote the understanding of cultural diversity.	The University's curricular programs that promote the understanding of cultural diversity	<ul style="list-style-type: none"> • <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. 	Continue to host McNair recruitment sessions at FSU

FSU's Diversity Goal 5: Promote the Understanding of International Cultures

Timeline for meeting Goal 5 is fall 2018 : FSU's Diversity Program will be updated and revised in AY 20018-20019

<p>Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:</p> <ul style="list-style-type: none"> • faculty and staff cultural training programs; • curricular initiatives that promote cultural diversity in the classroom; and • co-curricular programming for students <p>Strategies are numbered followed by their Action Priorities.</p>	<p>Metrics to measure how progress of each initiative/strategy is being evaluated</p>	<p>Data to demonstrate where progress has been achieved /indicators of success</p>	<p>Areas where continuous improvement is needed</p>
<p>FSU 5.1: Increase the number of international students attending Frostburg State University</p> <p>a) Actively recruit international students overseas and throughout the United States.</p> <p>b) Increase the number of exchange partners to increase the diversity of international students.</p>	<p>The number of J1 and F1 students enrolled at Frostburg State University.</p> <p>The number of exchange partners to increase the diversity of international students.</p>	<p>The CIE works with all academic departments across campus to ensure a continued growth in international diversity. Over the past two years, CIE changed its emphasis on recruitment of students who would enroll on an “exchange” basis for one or two semesters, and moved to dual degree programs that would recruit “degree-seeking” international students. In spring 2018, FSU enrolled 183 students, including 162 degree-seeking students from 15 countries. The CIE data indicates an increase of degree-seeking student compared to the spring 2016 semester. At that time, FSU enrolled a total of 134 degree-seeking international students.</p> <p>Even though the CIE did not add additional exchange partners this past year, it is intentionally working with academic departments on campus to increase the number of FSU study abroad students at these partner institutions. Specifically, the CIE is assisting the College of Business with recruiting students for study abroad opportunities at the following partner schools:</p> <ul style="list-style-type: none"> • ESC Rennes School of Business in France • DHBW School of Business in Germany <p>The CIE is also collaborating with the College of Education to recruit students for a school in Denmark: University College UCC</p>	

<p>c) 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>	<p>The number of cooperative-degree programs with overseas partner universities.</p>	<p>In 2017, Frostburg continues to build upon four established cooperative degree programs at the undergraduate and graduate levels with universities in China, Taiwan, and Vietnam:</p> <ul style="list-style-type: none"> • Hunan University of Commerce – This year, the first cohort (120 students) began the program that allows them to receive diplomas from FSU and HUC. Seven students have attended the classes on the FSU campus this year. Twenty-two more students are planning to come to the campus during the fall semester. FSU faculty teach FSU courses at HUC during the fall and summer terms. • China University of Mining and Technology – Efforts to enroll this program continue. • Communication University of China –Efforts to enroll this program continue. • Hanoi University of Industry – The agreement has been completed and the CIE is working with the university to enroll students this upcoming year. Students will earn a B.S. in Computer Science. • National United University- An official agreement will be signed in July. The College of Business plans to begin recruitment efforts immediately. 	<p>Assess the effectiveness of cooperative-degree programs as a recruitment strategy for international students, and evaluate its impact on sustaining international education at FSU.</p>
<p>d) Establish strong connections for international students on campus</p> <p>FSU 5.2: Develop programs and organizations to promote students' intercultural understanding and diversity awareness through experiential exposure to global topics.</p>	<p>The presence of programs designed to connect international students to the campus.</p>	<p>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.</p>	
<p>a) Plan and implement student abroad programs conducted or sponsored by the university.</p>	<p>The presence of study abroad opportunities for students and the level of participation in those programs</p>	<p>During the academic year 2017/18, 65 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.</p>	

b) Plan and implement recruitment activities for students to study abroad.	The presence of recruitment activities designed to encourage students to participate in study abroad.	<p>To encourage students to study abroad, the CIE implemented the following recruitment activities in FY 2018:</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 	CIE will continue to 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.
c) Design and implement student abroad opportunities for students led by faculty members.	The presence of faculty led study abroad opportunities for students	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. In FY 2018, faculty members from all three colleges created and implemented study abroad experiences for students in Ireland, Taiwan, Peru, and Belize. 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.	
d) Sustain the University President's Leadership Circle 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.	Presence of international experience for student members of the President's Leadership Circle.	In AY 2017-2018, the PLC included 12 top performing student leaders on the FSU campus. Six of these students participated in a unique experiential learning opportunity in the rural villages of Uganda, to assist with Africa Water Solutions (the university's partner) projects in and around Packwach, in the West Nile region, and Busia in Eastern Uganda. Through these experiences, PLC students helped with water purification, sanitation and hygiene at a local school and surrounding village. The PLC students also spent time furthering educational opportunities for rural Ugandans on topics focused on the importance of education and women's health.	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. Provide a direct source of funding to continue the international, intercultural experience

USM Goal 3: Provide a statement regarding the process for the reporting of campus-based crimes as consistent with federal requirements under Clery.

Frostburg State University's Process for Reporting Campus-Based Hate Crimes and Bias-Motivated Incidents

Hate crimes and bias-motivated incidents are violations of the University Student Code of Conduct as well as violations of law. Any such crimes that are reported to the University are handled by several offices of the University. Initial reports are handled by University Police, who conduct an investigation to determine if the incident is a hate crime or bias-motivated incident. If there is a victim involved, the determination of whether a hate crime has occurred is determined by the victim. If there is no victim, University Police will make the determination.

When a perpetrator can be identified, University Police can charge the individual(s) criminally as well as refer them through the University Judicial System. Student cases that are reported to the Judicial Board for violations of University policy are reviewed. If students are found responsible, sanctions can include disciplinary action up to and including expulsion from the University.

At the end of each month, University Police complete the hate crime report form and submit it as part of the Uniform Crime Report (UCR). At the end of each year, hate crimes and bias-motivated incidents are reported as required by the Clery Act and the Campus Crime Statistics Act (CCSA).



One University. A World of Experiences.

Appendix A
Section II

Frostburg State University
Cultural Diversity Program
2008-2018

Prepared by: Office of the Provost

Executive Summary

Frostburg State University's Cultural Diversity Program is designed to enhance diversity on campus and further the understanding of different cultures by all members of the University community. The program establishes the following diversity goals and identifies strategies for their attainment:

1. *Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students:* Identified strategies under this goal include enhancing marketing and recruitment efforts; familiarizing high schools students, teachers and administrators from selected areas with the University's programs and services; expanding college readiness programs and promoting them to minority and first-generation students; and increasing the number of underrepresented students who transfer to Frostburg State University from community colleges.
2. *Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students:* The identified strategy under this goal involves sustaining the implementation of continuing and new programs intended to enhance student success and increase underrepresented minority and first-generation student retention and graduation rates.
3. *Enhance the Cultural Diversity of Faculty and Staff:* The identified strategy under this goal involves expanding efforts to attract and retain eminently qualified minority faculty and staff.
4. *Create a Campus Environment that Promotes the Valuing of Cultural Diversity:* The identified strategy for this goal is establishing 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.
5. *Promote the Understanding of International Cultures:* The identified strategies for this goal include increasing the number of international students attending Frostburg State University, and developing programs and organizations to promote students' intercultural understanding and diversity awareness through experiential exposure to global topics.

This document pinpoints action priorities currently underway by the University for the strategies under each goal. Also presented are responsible offices for each action priority. Because the University's Cultural Diversity Program is now entering its 10th year, the time frame for the accomplishment of all goals and associate action priorities is indicated as 2018. The University intends to review and possibly revise elements of its Cultural Diversity Program during AY 2018-2019. In addition, the report documents how the University responds to reported campus hate crimes and bias-based incidents. Finally, the University's need for additional resources to enhance cultural diversity on campus is identified. As one way to meet this need, the University respectfully recommends that competitive state grants be made available to further cultural diversity at Maryland institutions of higher education.

Introduction

Frostburg State University (FSU) is a multicultural campus where diversity is highly valued. The University's Cultural Diversity Program is intended to help the institution more effectively recruit and retain individuals and groups that have been historically underrepresented in higher education. It is also designed to promote cultural understanding and appreciation among all members of the University community. The program establishes the following five University goals:

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

Goal 1: Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students

This Cultural Diversity Program contains effective recruitment strategies and action priorities that focus on familiarizing high school students, teachers, and administrators with the programs and services available to them at the University. These strategies and associated action priorities are summarized below. Table 1 presents strategies, action priorities, time frames and responsible units or offices associated with Goal 1.¹

Summary of Strategies and Action Priorities

- *Strategy, FSU 1.1: Enhance marketing and recruitment efforts that target underrepresented students.*

As an action priority, the University will continue to send mailings and electronic communications to underrepresented students. In addition, the University will make a good faith effort to recruit and employ qualified minority staff to enhance marketing and recruiting efforts that target underrepresented students.

- *Strategy, FSU 1.2: Familiarize high school students, teachers, and administrators from selected areas with the University's programs and services.*

As an action priority, the University will continue to sponsor high school bus trips to FSU where students can meet with faculty and staff, and tour the campus.

- *Strategy, FSU 1.3: Enhance college-readiness programs and promote them to minority and first-generation students.*

¹ Because the University's Cultural Diversity Program is now entering its 10th year, the time frame for the accomplishment of all goals and associated action priorities is indicated as 2018. The University intends to review and possibly revise elements of its Cultural Diversity Program during AY 2018-2019.

As an action priority, the University will continue programs designed to prepare underrepresented students for postsecondary education. The University will also continue its summer outreach Upward Bound programs that help enhance high school students' self-esteem, leadership skills; and awareness of, and readiness for, postsecondary education.

- *Strategy, FSU 1.4: Increase the number of underrepresented students who transfer to FSU from community colleges.*

As an action priority, the University will develop cooperative programs with regional and statewide community colleges in order to increase the transfer of underrepresented students to Frostburg. The University will also provide additional individualized support services to transfer students.

Table 1

Strategies	Action Priorities	Time frame	Responsible Unit or Office
FSU 1.1: Enhance marketing and recruitment efforts targeting underrepresented students.	a) Continue to send mailings and electronic communications to underrepresented students who meet the University's admission criteria.	2008-2018	Office of Admissions
	b) Continue to arrange recruitment trips to urban high schools in Maryland.	2008-2018	Office of Admissions
	c) The University will make a good faith effort to recruit and employ qualified minority staff to enhance marketing and recruiting efforts that target underrepresented students.	2008-2018	Provost Office
FSU 1.2: Familiarize high school students, teachers, and administrators from selected areas with the University's programs and services.	a) Continue bus trips to FSU from targeted areas and engage FSU minority students to serve as tour guides.	2008-2018	Office of Admissions

FSU 1.3: Enhance college-readiness programs and promote them to minority and first-generation students.	a) Continue programs designed to prepare underrepresented students for postsecondary education at FSU.	2008-2018	Program for Academic Support and Studies (PASS)
	b) Provide additional academic support for underrepresented high schools students from Allegany, Garrett, Washington, Montgomery, Anne Arundel, Prince Georges, and Frederick counties, and the Baltimore city.	2008-2018	Upward Bound
FSU 1.4: Increase the number of underrepresented students who transfer to FSU from community colleges.	a) Continue to expand 2 + 2 and dual-degree programs with community colleges.	2008-2018	Office of the Provost
	b) Continue to establish dual-admission agreements with community colleges.	2008-2018	Office of the Provost
	c) Provide additional individualized support services to transfer students.	2008-2018	FSU Advising Center

Goal 2: Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students

The University's is committed to increasing the retention and graduation rates of underrepresented students. The strategy and related action priorities adopted by the University to achieve this goal are summarized below. Table 2 presents the strategies, action priorities, time frames and responsible units or offices associated with Goal 2.

Summary of Strategies and Action Priorities

- *Strategy, FSU 2.1: Sustain the implementation of continuing and new programs intended to enhance student success and increase underrepresented minority and first-generation student retention and graduation rates.*

Actions priorities associated with the strategy include continuing and strengthening new and ongoing programs overseen by the Office of the Provost that are designed to enhance student success.

Table 2

Goal 2: Increase the Retention and Graduation Rates of Undergraduate Minority and First- Generation Students			
Strategies	Action Priorities	Time frame	Responsible Unit or Office
FSU 2.1: Sustain the implementation of continuing and new programs intended to enhance student success and increase underrepresented minority and first-generation student retention and graduation rates.	a) Continue programs to enhance student success: Academic Success Network (ASN), Academic Enrichment Series, First-Year Student Progress Survey, TRiO Student Support Services (SSS), Academic Enrichment Series, Beacon Early-Alert system, and the Tutoring Center Services.	2008-2018	Office of the Provost
	b) Implement new programs to enhance student success: Expanding the Academic Success Network scope, Predictive Analytics (PAR), and HelioCampus.	2008-2018	Office of the Provost

Goal 3: Enhance the Cultural Diversity of Faculty and Staff

This University is committed to recruiting and retaining minority faculty and staff. The strategy and related action priorities adopted by the University to achieve this goal are summarized below. Table 3 presents the strategies, action priorities, time frames and responsible units or offices associated with Goal 3.

Summary of Strategies and Action Priorities

- *Strategy, FSU 3.1: Expand efforts to attract and retain eminently qualified minority faculty and staff.*

Action priorities associated with the strategy include developing working relationships with doctoral granting HBCUs with similar demographic populations and geographic locations throughout the United States, utilizing the REGISTRY to fill vacant administrative positions, advertise job openings on websites devoted to diverse hiring, working with the University System Maryland (USM) on hiring strategies, creating a program for underrepresented populations (in their disciplines) to teach at Frostburg as ABD doctoral students, and implementing an annual Development and Leadership Series designed to increase advancement and retention.

Table 3

Goal 3: Enhance the Cultural Diversity of Faculty and Staff			
Strategies	Action Priorities	Time frame	Responsible Unit or Office
FSU 3.1: Expand efforts to attract and retain eminently qualified minority faculty and staff.	a) Established working relationships with doctoral granting HBCUs throughout the United States with similar demographic populations and geographic locations.	2008-2018	Office of the Provost
	b) Advertise faculty and staff job openings on websites devoted to diverse hiring, work with USM on hiring strategies, and create a program for underrepresented populations (in their disciplines) to teach at Frostburg as ABD doctoral students.	2018 (new)	Office of the Provost
	c) Utilize the REGISTRY , a national database of diverse and strategic candidates seeking ladder-rank employment as faculty members at institutions of higher education.	2008-2018	Office of Human Resources
	d) Require all search committees for faculty and staff positions to have one member of the committee responsible for ensuring that minority outreach is a priority.	2008-2018	Director of Human Resources
	e) Implement the annual Development and Leadership Series to provide management training leading to increase employee advancement and retention.	2018	Office of Human Resources

Goal 4: Create a Campus Environment that Promotes the Valuing of Cultural Diversity

The strategy and associated action priorities adopted by the University to create a campus environment that promotes the valuing of cultural diversity are summarized below. Table 4 presents the strategies, action priorities, time frames and responsible units or offices associated with Goal 4.

Summary of Strategies and Action Priorities

- Strategy, FSU 4.1: 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

Action priorities include reaching out to faculty, staff and underrepresented students through the University's Center for Student Diversity, Equity, and Inclusion; continuing the work of the President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI); continuing the work

of the Office of Gender Equity; and creating and enhancing current inter-institutional academic opportunities and institutional curricular programs (such as African-American Studies and Women's Studies) for members of the University community that focus on equality in educational opportunities and social issues, and their relationship with underrepresented groups globally.

Table 4

GOAL 4: CREATE A CAMPUS ENVIRONMENT THAT PROMOTES THE VALUING OF CULTURAL DIVERSITY			
Strategies	Action Priorities	Time frame	Responsible Unit or Office
FSU 4.1 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.	a) FSU's <i>Center for Student Diversity, Equity, and Inclusion</i> : 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.	2008-2018	FSU Center for Student Diversity, Equity, and Inclusion
	b) Continue the work of the President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI).	2008-2018	PACDEI
	c) Continue the work of 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 related programming, policies, and services.	2008-2018	Office of Gender Equity
	d) Plan and implement activities to prevent gender-based harassment, sexual violence, intimate-partner violence, and stalking based on research and best-practice information.	2008-2018	Office of Gender Equity
	e) 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.	2008-2018	Office of the Provost
	f) Sustain the University's curricular programs designed to promote the understanding of cultural diversity.	2008-2018	Office of the Provost

Goal 5: Promote the Understanding of International Cultures

The University's Cultural Diversity Program incorporates several initiatives that promote the understanding of international cultures. The University seeks to increase its number of international students and enhance international programming while promoting intercultural understanding at all levels on campus. At the same time, the University plans to offer FSU students and faculty more opportunities to study and teach abroad.

The strategies and associated action priorities adopted by the University to promote the understanding of international cultures are summarized below. Table 5 presents the strategies, associated action priorities, time frames, and responsible units or offices.

Summary of Strategies and Action Priorities

- *Strategy, FSU 5.1: Increase the number of international students attending Frostburg State University.*

Action priorities include actively recruiting international students overseas and throughout the United States; increasing the number of University exchange partners; and developing cooperative degree programs with overseas partner institutions.

- *Strategy, FSU 5.2: Develop programs and organizations to promote students' intercultural understanding and diversity awareness through experiential exposure to global topics.*

Action priorities include expanding study abroad program and increasing study abroad student recruitment efforts

See Pages 9 and 10 for Table 5:

Table 5

GOAL 5: PROMOTE THE UNDERSTANDING OF INTERNATIONAL CULTURES			
Strategies	Action Priorities	Time frame	Responsible Unit or Office
FSU 5.1: Increase the number of international students attending Frostburg State University.	a) Actively recruit international students overseas and throughout the United States.	2008-2018	Center for International Education (CIE) and Office of the Provost
	b) Increase the number of exchange partners to increase the diversity of international students.	2008-2018	Center for International Education (CIE) and Office of the Provost
	c) Develop cooperative degree programs with overseas partner universities, with the expectation of bringing a large number of international transfer students to FSU.	2008-2018	Center for International Education (CIE) and Office of the Provost
	d) Establish strong connections for international students on campus.	2008-2018	Center for International Education (CIE) and Office of the Provost

FSU 5.2 Develop programs and organizations to promote students' intercultural understanding and diversity awareness through experiential exposure to global topics.	a) Plan and implement study abroad programs conducted or sponsored by the university.	2008-2018	Center for International Education
	b) Plan and implement recruitment activities for students to study abroad.	2008-2018	Center for International Education
	c) Design and implement study abroad opportunities for students led by faculty members	2008-2018	Center for International Education
	d) Sustain the University President's Leadership Circle – 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.	2008-2018	Center for International Education

Process for Reporting Campus-Based Hate Crimes and Bias-Motivated Incidents

Hate crimes and bias-motivated incidents are violations of the University Student Code of Conduct as well as violations of law. Any such crimes that are reported to the University are handled by several offices of the University. Initial reports are handled by University Police, who conduct an investigation to determine if the incident is a hate crime or bias-motivated incident. If there is a victim involved, the determination of whether a hate crime has occurred is determined by the victim. If there is no victim, University Police will make the determination.

When a perpetrator can be identified, University Police can charge the individual(s) criminally as well as refer them through the University Judicial System. Student cases that are reported to the Judicial Board for violations of University policy are reviewed. If students are found responsible, sanctions can include disciplinary action up to and including expulsion from the University.

At the end of each month, University Police complete the hate crime report form and submit it as part of the Uniform Crime Report (UCR). At the end of each year, hate crimes and bias-motivated incidents are reported as required by the Clery Act and the Campus Crime Statistics Act (CCSA).

Summary of Resources Needed to Effectively Recruit and Retain a Culturally Diverse Student Body, Faculty, and Staff

Frostburg State University's Cultural Diversity Program contains a number of new and continued initiatives that require additional resources if they are to be fully and successfully implemented. For example, the University's minority and first-generation student recruitment and retention efforts have grown significantly over the years, but there has not been a concurrent increase in staff and operating funds to support these activities. A particularly urgent need is for additional student financial assistance to help increase persistence beyond the second year of college.

The University's Diversity Center has expanded its educational programs and workshops to address issues of cultural difference, but has seen a reduction in its staff and only a modest increase in operating funds. The University is also rapidly expanding its efforts to create a more diverse campus by increasing its international student population, enhancing international opportunities for students and faculty, and providing additional international programming on campus. It is important that resources are found to support the growing number of international students on campus and the activities of the Center for International Education.



One University. A World of Experiences.

ANNUAL PROGRESS REPORT ON
PROGRAMS OF CULTURAL DIVERSITY

Appendix B:
Comparison Tables for Students, Faculty, and Staff

PREPARED BY: OFFICE OF THE PROVOST

June 2018

Section III

DEMOGRAPHIC DATA

Appendix B:

Comparison Tables for Students, Faculty, and Staff

This section includes the Appendix A with comparison data for 2010, 2016, and 2017 with that of 2009. The data are presented in the following tables:

- ▲ **Table 3:** *Comparison Table for Students*
- ▲ **Table 4:** *Comparison Table for Faculty*
- ▲ **Table 5:** *Comparison Table for Staff*

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

Table 3 Student Headcount by Career

Updated May 25, 2018

Career		Fall 2009				Fall 2010				Fall 2016				Fall 2017			
		Male N	Female N	All N	%	Male N	Female N	All N	%	Male N	Female N	All N	%	Male N	Female N	All N	%
Doctorate	Unknown	.	.	.	.	.	.	.	.	1	3	4	5.13	2	9	11	13.40
	African American/Black	.	.	.	.	.	.	.	.	.	.	.	.	.	2	2	2.44
	Amer Ind or Alaska Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Hisp/Latino	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	White	.	.	.	.	.	.	.	.	25	47	72	92.30	23	45	68	82.90
	Other	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Native Hawaiian or Pac Island	.	.	.	.	.	.	.	.	.	1	1	1.28	.	.	.	.
	Two or More Races	.	.	.	.	.	.	.	.	1	.	1	1.28	1	.	1	1.22
	All	.	.	.	.	.	.	.	.	27	51	78	100	26	56	82	100
Graduate	Unknown	5	9	14	2.22	2	.	2	0.33	37	63	100	14.00	40	47	87	14.80
	African American/Black	9	11	20	3.17	15	17	32	5.30	15	29	44	6.16	16	29	45	7.64
	Amer Ind or Alaska Nat	1	2	3	0.48	.	.	.	.	.	.	.	.	.	.	.	.
	Asian	1	2	3	0.48	4	4	8	1.32	8	8	16	2.24	7	5	12	2.04
	Hisp/Latino	.	4	4	0.63	3	5	8	1.32	5	9	14	1.96	7	6	13	2.21
	White	168	404	572	90.8	168	372	540	89.40	158	291	449	62.90	129	273	402	68.30
	Other	6	8	14	2.22	9	5	14	2.32	65	20	85	11.90	15	6	21	3.57
	Native Hawaiian or Pac Island	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Two or More Races	.	.	.	.	.	.	.	.	2	4	6	0.84	4	5	9	1.53
	All	190	440	630	100	201	403	604	100	290	424	714	100	218	371	589	100
Undergraduate	Unknown	46	60	106	2.23	16	12	28	0.58	21	16	37	0.76	25	29	54	1.14
	African American/Black	551	576	1127	23.7	557	572	1129	23.20	780	753	1533	31.40	767	716	1483	31.40
	Amer Ind or Alaska Nat	9	9	18	0.38	7	6	13	0.27	2	7	9	0.18	3	4	7	0.15
	Asian	44	33	77	1.62	47	28	75	1.54	34	59	93	1.90	41	65	106	2.24
	Hisp/Latino	69	54	123	2.59	98	90	188	3.86	123	160	283	5.79	113	151	264	5.59
	White	1683	1574	3257	68.5	1744	1640	3384	69.54	1221	1394	2615	53.50	1122	1277	2399	50.80
	Other	14	33	47	0.99	20	29	49	1.01	54	38	92	1.88	103	105	208	4.40
	Native Hawaiian or Pac Island	.	.	.	.	.	.	.	.	1	1	2	0.04	.	1	1	0.02
	Two or More Races	.	.	.	.	.	.	.	.	109	111	220	4.50	93	110	203	4.30
	All	2416	2339	4755	100	2489	2377	4866	100	2345	2539	4884	100	2267	2458	4725	100
All		2606	2779	5385	100	2690	2780	5470	100	2662	3014	5676	100	2511	2885	5396	100

Table 3 Continued: Summary of Undergraduate Enrollment 2009 - 2017

UG Minority				
	2009	2010	2016	2017
N	1345	1405	2140	2064
%	28.29	28.87	43.81	43.70

UG African American				
	2009	2010	2016	2017
N	1127	1129	1533	1483
%	23.7	23.20	31.40	31.40

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

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

Table 4**Instructional Faculty****Split By Tenure/Tenure Track and Non-Tenure Track****Updated May 25, 2018**

		Year															
Tenure Status	Race/Ethnicity*	2009				2010				2016**				2017**			
		Male N	Female N	All N	%	Male N	Female N	All N	%	Male N	Female N	All N	%	Male N	Female N	All N	%
Non-Tenure Track	Unknown	.	.	.	.	1	1	2	.	1	.	1	0.60	.	.	.	.
	African American/Black	.	2	2	1.34	.	1	1	.	4	2	6	3.57	3	3	6	3.30
	Amer Ind or Alaska Nat	.	.	.	.	.	.	.	.	1	.	1	0.60	1	.	1	0.55
	Asian	3	1	4	2.68	4	3	7	.	3	3	6	3.57	2	4	6	3.30
	Hisp/Latino	.	3	3	2.01	.	4	4	.	.	1	1	0.60	.	2	2	1.10
	White	64	76	140	93.96	66	78	144	.	63	86	149	88.69	67	98	165	90.66
	Other	.	.	.	.	.	.	.	.	.	4	4	2.38	.	.	.	.
	Native Hawaiian or Pac Island	.	.	.	.	.	.	.	.	.	.	.	.	.	2	2	1.10
All		67	82	149	100	71	87	158	100	72	96	168	100	73	109	182	100
Tenure/ Tenure Track	Unknown	.	.	.	.	1	.	1	.	.	.	.	.	.	.	.	.
	African American/Black	7	2	9	4.27	7	2	9	.	7	2	9	4.11	7	2	9	4.33
	Asian	9	7	16	7.58	8	7	15	.	13	6	19	8.68	12	5	17	8.17
	Hisp/Latino	1	3	4	1.9	1	3	4	.	1	3	4	1.83	1	3	4	1.92
	White	116	66	182	86.26	113	66	179	.	106	74	180	82.19	96	73	169	81.25
	Other	.	.	.	.	.	.	.	.	5	2	7	3.20	5	4	9	4.33
	All	133	78	211	100	130	78	208	100	132	87	219	100	121	87	208	100
All		200	160	360	100	201	165	366	100	204	183	387	100	194	196	390	100

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

*Data reported for 2009 and 2010 based on the 1977 race/ethnicity codes. 2016 and 2017 data based on the new race/ethnicity codes.

** 2016 and 2017 data reflect the Maryland Higher Education Commission's Standard Occupational Class

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

Updated May 25, 2018

Table 5
Staff by Principal Occupational
Assignment

		Year															
		2009				2010				2016**				2017**			
Occupational Code	Race/Ethnicity*	Male N	Female N	All N	%	Male N	Female N	All N	%	Male N	Female N	All N	%	Male N	Female N	All N	%
Exec/Admin/Mngr	Unknown	.	.	.	.	.	.	.	.	1	1	2	0.83	.	1	1	0.41
	African American/Black	2	1	3	5.17	2	1	3	5.17	4	6	10	4.13	4	7	11	4.52
	Amer Ind or Alaska Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Asian	.	.	.	.	1	.	1	1.72	3	.	3	1.24	3	.	3	1.23
	Hisp/Latino	.	.	.	.	.	.	.	.	1	.	1	0.41	1	.	1	0.41
	White	35	20	55	94.83	33	21	54	93.1	103	123	226	93.39	102	125	227	93.42
	Other	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
All	37	21	58	100	36	22	58	100	112	130	242	100	110	133	243	100	
Teaching Assist	White	.	.	.	.	.	.	.	.	2	5	7	100	2	3	5	100
	All	.	.	.	.	.	.	.	.	2	5	7	100	2	3	5	100
Professional	Unknown	.	1	1	0.65	2	2	4	2.42	.	1	1	1.05	2	3	5	4.85
	African American/Black	4	5	9	5.81	6	4	10	6.06	1	4	5	5.26	.	4	4	3.88
	Amer Ind or Alaska Nat	1	.	1	0.65	1	.	1	0.6	.	.	.	.	.	.	.	.
	Asian	3	.	3	1.94	3	.	3	1.81	2	5	7	7.37	3	4	7	6.8
	Hisp/Latino	.	.	.	.	.	1	1	0.6	.	2	2	2.11	.	1	1	0.97
	White	60	81	141	90.97	62	84	146	88.49	34	45	79	83.16	32	53	85	82.52
	Other	.	.	.	.	.	.	.	.	1	.	1	1.05	.	.	.	.
	Two or more races	.	.	.	.	.	.	.	.	.	.	.	.	.	1	1	0.97
All	68	87	155	100	74	91	165	100	38	56	95	100	37	66	103	100	
Clerical	Unknown	.	2	2	1.05	.	.	.	.	1	1	2	1.21	.	.	.	.
	African American/Black	1	7	8	4.19	.	7	7	4.02	5	3	8	4.85	3	6	9	4.92
	Amer Ind or Alaska Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Asian	.	3	3	1.57	1	1	2	1.15	1	1	2	1.21	.	3	3	1.64
	Hisp/Latino	1	.	1	0.52	2	1	3	1.72	.	1	1	0.61	.	2	2	1.09
	White	25	152	177	92.67	25	137	162	93.1	35	116	151	91.52	44	123	167	91.26
	Other	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Two or More Races	.	.	.	.	.	.	.	.	.	1	1	0.61	1	1	2	1.09
All	27	164	191	100	28	146	174	100	42	123	165	100	48	135	183	100	
Technical	Hisp/Latino	1	.	1	2.17	1	.	1	2.22	.	.	.	.	.	.	.	.
	White	24	21	45	97.83	26	18	44	97.78	.	6	6	100	.	5	5	100
	All	25	21	46	100	27	18	45	100	.	6	6	100	.	5	5	100
Skilled Crafts	Unknown	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	African American/Black	.	.	.	.	.	.	.	.	.	1	1	1.03	.	1	1	1.09
	Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Hisp/Latino	.	.	.	.	.	.	.	.	1	.	1	1.03	1	.	1	1.09
	White	34	1	35	100	36	1	37	100	53	42	95	97.94	51	39	90	97.83
All	34	1	35	100	36	1	37	100	54	43	97	100	52	40	92	100	
Serv/Maint	Unknown	.	.	.	.	.	1	1	1.3	.	.	.	.	.	.	.	.
	African American/Black	.	3	3	3.53	.	2	2	2.6	.	.	.	.	.	.	.	.
	Asian	.	1	1	1.18	.	1	1	1.3	.	.	.	.	.	.	.	.
	White	45	36	81	95.29	36	37	73	94.8	43	2	45	100	44	2	46	100
	All	45	40	85	100	36	41	77	100	43	2	45	100	44	2	46	100
All		236	334	570	100	237	319	556	100	291	365	657	100	293	384	677	100

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

*Data reported for 2009 and 2010 based on the 1977 race/ethnicity codes. 2016 and 2017 data based on the new race/ethnicity codes.

** 2016 and 2017 data reflect the Maryland Higher Education Commission's Standard Occupational Classifications.

SALISBURY UNIVERSITY



2017-2018

Institutional Programs of Cultural Diversity Annual Progress Report

Institution: Salisbury University

Date Submitted: July 6, 2018

Point(s) of Contact (names and email addresses):

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Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.

Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
SU was part of grant-writing team for a National Science program to increase diversity of science faculty. SU's role will be to host two URM teaching post-docs with the expectation that these positions would convert to tenure-track. Also, SU will provide training on undergraduate research mentorship to doctoral students/post-docs at other USM campuses. Funding is expected based on conversations with the NSF program officer. This effort grew out of our on-	Number and quality of contacts with URM doctoral and post-doctoral fellows who may be interested in teaching at a public comprehensive university (via reports of contacts through program evaluations tools that will be developed for the NSF grant).	Number of URM faculty applying for, hired and retained in tenure-track positions (via Human Resources records and institutional data).	Build broad campus support for this new model for faculty recruitment and retention. Maintain consistent engagement with PROMISE AGEP since many of the activities are in UMCP/Baltimore area.

going engagement with USM's PROMISE Alliance for Graduate Education and the Professoriate.			Maintaining communication with the PROMISE AGEF in reference to positions available at SU.
SU was one of only a handful of campuses in the nation invited to resubmit a full proposal to the Howard Hughes Medical Institutes' Inclusive Excellence program. A Delmarva Science Inclusion Initiative (DSII) was proposed to establish a regional collaboration to support engagement and success of science students at SU in partnership with Delaware Tech, WorWic CC, Chesapeake College and local school systems. The goal of DSII was to transform pathways and curricula, redesign advising structures, expand student support, and use of analytics to foster student access to the natural sciences. Project activities would extend and, as appropriate, redesign recent successful efforts to increase science graduates to our regional 'new majority' college-goers including veteran, transfer, rural first-generation, Hispanic, and African American students. Proposed activities can broadly be categorized as: Regional Collaboration and Information Sharing; Faculty Development for Inclusive Excellence; Enhancing Student Wayfinding and Success; and New Curriculum Pathways (an Applied Science Degree).	Measures of success will include increases in URM recruitment/matriculation in STEM majors and reduction of any performance gaps in course and program completion.	Grant application was denied again, we are awaiting the comments from the reviewers.	Move forward on some of the proposed initiatives using internal funding or through other grant opportunities.
SU and UMES formalized a dual-degree program in Chemistry/Pharmacy in which students complete three years of general education and undergraduate chemistry courses at SU and then complete three years of doctoral pharmacy coursework at UMES, graduating with both a BS in Chemistry and a Doctor of Pharmacy degree. The development of this program and reciprocal campus visits has provided the opportunity for strengthening ties between our	Student enrollment. Successful program completion.	MOU signed; reciprocal campus visits including SU students touring UMES facilities.	Matriculate of SU students in dual-degree program (goal is up to 5 per year).

campuses and mutual appreciation of the resources available at each.			
Active participation of SU administrators in the USM Promise AGEF (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.	Involvement in USM Promise AGEF activities.	Hired one teaching post-doc from USM Promise AGEF Network to assist in development of their teaching skills and professional development, and to increase diversity of our faculty.	Continue to look for opportunities to bring AGEF faculty to SU. Work to convert current post-doc into a tenure-track position.
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. TRiO staff advocate for qualified students, plan and coordinate their services, and provide support programs that help them develop academic, interpersonal and social skills needed for success at the University.	Number of students served. Number of mentors engaged. Completion of Soliya. Connect Program	TRiO ACHIEVE Student Support Services (SSS) served roughly 150 students in AY 2017-2018.	Recruit in addition 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.
SU partners with several college access groups that assist diverse students with the college process; admission and scholarships are available to those students that meet the criteria.	Student enrollment figures by source.	Current relationships with groups like Upward Bound, Latino Student Fund, Dream with Steam, Inspire Baltimore, DC tag, DC Cap, Suited for Success, TRiO upward bound, ACES, Access group, Shore Way to College and TAM.	Development of metrics to track success.
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.	Number of meetings. Recommendations made to Executive Staff and University President.	Seven (7) meetings during AY 2017-2018 Recommended the creation of a campus intersectional resource center for traditionally underrepresented groups.	Continue to encourage members of shared governance and student groups to engage in the Committee.

SU Libraries implemented a Diversity and Inclusion Plan to incorporate diversity into human resources processes, adding language about commitment "to a culturally diverse educational and work environment" to job ads and added questions relating to diversity to interviews.	Presence of text in job ads and questions for interviews.	All hiring since summer 2017 has included this language.	Continue to include this language.
Our Powerful Connections is an ongoing program designed to aid the recruitment and retention of diverse students.	Increase in number of students; Retention statistics.	70 students consistently attend the program; retention to the second year at 86%.	Additional publicity about the program.
The Office of Veterans Services produces a "Veterans Fact sheet" for incoming students to address FAQ's. SU's campus veteran webpages are updated weekly. Additionally, SU uses the analytical services of a third-party consultant to monitor academic success and connection to campus resources for veterans. The Offices of Admissions and the Office of the Registrar jointly identify veteran-specific events and provide admissions staff with necessary info to be successful at these specific events.	Composition of student body. Increased in the representation of veterans. Also, increases in the interaction with the staff of the Office of Veteran Services.	Increased foot traffic and email communication with veterans.	Communication with veterans and military connected student population Use of third-party consultant to monitor academic success
SU added three additional Graduate Assistant positions in the Multicultural Student Services area to increase outreach on women's issues, LGBTQIA, and Latina/o/x needs.	Ability to hire qualified individuals, and development of programs for students.	A new intersectional resource center is being developed. A Women's Employee Resource group is being connected to related student initiatives.	Outreach to Latino/a/x students in recruitment, admissions and retention.
SU posts all available positions on diversejobs.net to promote and recruit traditionally underrepresented staff and faculty.	Disclosed source(s) of recruitment during search and selection process.	Composition of applicant pool and hiring of veterans.	Track applicant information.
The Office of Human Resources added a "Reflective Review Strategy" in alignment with a revised search and selection process that was implemented across campus on 9/2017.	Composition of applicant pool, finalist pool and new hires based on gender and diversity.	Roughly 33% of applicants for available positions were individuals from traditionally underrepresented groups and 30% of new-hires were individuals from traditionally underrepresented groups.	Expand applicant pool to have more qualified, diverse candidates (with emphasis on faculty and professional-level positions). Strategies to achieve this include: (i) Posting all positions on Diverse Jobs.Net (including faculty composite Ad for

			open positions), (ii) CareerBuilder.com, (iii) higheredjobs.com and (iv) the MD workforce exchange.
Targeted marketing efforts to increase the diversity and inclusiveness of the campus. This includes placing an ad in <i>Diverse: Issues in Higher Education</i> spotlighting SU's former President's 18 years of leadership in this area.	The Office of Marketing and Public Relations tracks the reach of placements.	Information provided by candidates during hiring process.	These efforts will continue.
Faculty recruitment, hiring, onboarding within the Fulton School reflects global diversity and ensures the curriculum embraces entirety of human experience.	Faculty headcount/profile and hiring 2017-2018 in South Asian history (existing line/position).	Faculty headcount/profile.	Faculty does not reflect regional demographics as well as student body does. Additionally, the curricular piece not been a criterion for allocation of new PIN faculty positions.
Our Office of Marketing and Public Relations works collaboratively with the Office of Admissions to support the recruitment of underrepresented students, by being strategic and thoughtful about our advertising placements and how we represent the campus. This includes placing ads in various local high school and community college student newspapers, and in college fair guides in the Washington and Baltimore metro regions, full page ads in the Hispanic Association of Colleges and Universities annual conference program and the Innovation & Tech magazine at the USA Science Festival, as well as ads in nursing-industry publications.	The Office of Marketing and Public Relations tracks the reach of placements.	N/A	Continue with these efforts.
The Office of Admissions hosts many diverse student groups for an information session and a tour of campus.	For the reporting period, SU brought 41 diverse groups to campus, totaling approximately 1520 students.	SU saw an increase of 15 more groups and 541 additional students. Many of these schools/programs are repeat customers and evaluate their visits positively.	Include other offices like the Office of Multicultural Student Services and TRiO to meet with the prospective students.

The Office of Admissions offers a multicultural Alliance Day and Reception and collaborates with the Office of Multicultural Student Services and the Office of Admissions. The purpose of the program is to welcome perspective students of multicultural backgrounds and their families to Salisbury University and to introduce them to the programs and services offered by the Office of Multicultural Student Services.	SU had 88 students RSVP for the event an increase of 38 students.	N/A	Develop strategies to track attendance. Improve the communication strategy to encourage attendance.
The Office of Admissions focuses on admissions visits/fairs within territories with a high percentage of historically underrepresented students.	For the reporting period, SU conducted 22 events or visits, an increase over last year.	Applications of traditionally underrepresented students increased by almost 200 students.	Improve tracking of individual recruiting events.
The Office of Admissions offers on-the-spot admissions at high schools, particularly those with high populations of historically underrepresented identities; SU admissions staff makes admissions decisions on the spot upon review of application, test scores, and transcript.	For the reporting period, SU met with 21 schools, an increase of 17 schools. From these events, 386 students were interviewed and 149 have decided to attend.	Students interviewed increased by 271 students interviewed and 84 more will be attending. Students from these groups are tracked by tagging them in our CRM and following them through the admissions funnel.	Continue to expand the program to new schools.
University Dining Services (UDS) is working to better support our Muslim students, faculty, & staff by working with our suppliers to purchase only Halal whole cut chicken and boneless chicken breasts. UDS is able to purchase Halal ingredients and meals with a separate key-access refrigerator for those who seek them. In collaboration with the Office of Admissions, a script has been prepared for tour guides to promote the dining services program and provide information about the diverse offerings and SU's ability to accommodate all dietary needs and preferences. Each semester a review of the program is conducted to better serve different cultures and self-identified dietary commitments.	Increased meal participation numbers.	Two (2) Muslim students who asked for exemption from dining plans have stayed on plans satisfied with the accommodations provided.	Explore, acquire, and communicate foods/items that appeal to the underrepresented populations.
Increased participation in College Fairs hosted by HBCU institutions (UMES and Delaware State University).	Number of road cards completed.	Number of interested students in SU has remained steady but no increases.	Expand travel area as staff is available.

Host Grad School Education Workshops with the SU TRiO student group.	Number of students in attendance.	Number of participants have increased each year.	Increase number of workshops per year. Expand to other groups.
Participated in a live, virtual grad fair to entice international students.	Number of live interactions and follow-up.	Admissions data is yet to be determined.	Continuous improvement of the program.
The Office of Sponsored Programs continually seeks and is often awarded grants that target underrepresented students and faculty. Examples include federal awards from HRSA and Department of Education, and state funded awards to increase diversity in clinical faculty.	Number of engaged clinical faculty and/or number of students enrolled and retained in Dept. of Ed programs (TRIO)	Number of engaged clinical faculty and/or number of students enrolled and retained in Dept. of Ed programs (TRIO).	N/A
SU continues to promote the Test Optional Policy; students with a weighted 3.5/4.0 GPA are eligible to apply for admission without submitting an ACT or SAT score.	This continues to be a very successful program for us with 430 students enrolling in fall 2018 and 120, or 28 %, of them are diverse.		
SU has a partnership with PGCC (one of the most diverse community colleges in the state) to work collaboratively to support and provide services to students to become successful and encourage their transfer to SU after completing an AA degree at PGCC. SU provides exposure by having a direct point of contact, campus tours, events and also providing workshops and attending events at PGCC.	Newer program and SU will work with PGCC to make sure we tag students applying to SU.	N/A	Develop of metrics to track success.
"I Am Psyched!" exhibit from American Psychological Association accompanied by programming aimed at high school students with an eye to minority recruitment.	Increased minority enrollments in Psychology courses/major/minor.	N/A	
Philosophy in Schools program including philosophy classes in local public schools and a Philosophy summer camp with strong minority enrollment (80%)	Tracking camp participants from underrepresented groups.		
Global Scholar Program	Required annual reporting to US Department of State for J-1 Exchange Visa assessing	Four distinct Global Scholars in residence during academic year 2017-18 teaching classes, taking	N/A

	contributions of each global scholar.	classes, conducting research, and engaging in creative activity.	
International Student and Scholar Services Office re-branded	Quantity and quality of ongoing orientation and support programs to retain international students.	New formal programs developed and promoted with official materials for: airport arrivals; pre-arrival orientation; ongoing orientation and cultural programming.	N/A
English Language Institute	Enrollment numbers; course-by-course evaluation; traditional grading assessments and course-specific learning outcomes; ITP TOEFL test registered center.	Enrollment in ELI is still at all-time low but the slide has stopped; Summer English continues to be strong; new partnerships have been developed for AY 2018-19.	ELI enrollments are still the primary concern; increase linguistic diversity in the ELI, and continuing to evolve the curriculum are priorities.

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
<ul style="list-style-type: none"> • faculty and staff cultural training programs; • curricular initiatives that promote cultural diversity in the classroom; and • co-curricular programming for students. 			
SU removed gender as a data point visible to faculty/advisors on their respective pages to protect privacy/confidentiality of students with a gender identity different from their birth gender. SU is currently working in the development of a Preferred Name policy.	Tracking of complaints related to gender and preferred name issues.	Currently advising center, class rosters and grade rosters do not display gender. Protocol is in place for students to request a "preferred name" in GullNet which shows on all records except the official transcript or any official documents.	Create appropriate fields in GullNet where students might select their gender identity.

SU developed a faculty "one page" informational sheet for veteran and military connected students (includes Green Zone Training), while offering a Lunch and Learn for faculty and staff to identify unique challenges veterans and military connected students may face. We also partnered with SOWK to offer CEU's for Green Zone program to increase participation among faculty/staff and community members and hosted Veterans Day "weekend of events."	Monitor Green Zone registration to increase participation. Program evaluations.	Increased in registration (20 faculty/staff/community members in 48 hours).	Communicate with existing faculty/staff regarding Green Zone training.
Hosted four discussions of race, diversity, and inclusion, using civic reflection strategies open to the Seidel School and broader campus communities.	Qualitative post-assessments completed by participants.	Consistent positive feedback (>95%) about topics and strategies.	More opportunities for these discussions, made available at different times and to a wider range of campus members.
Planned an "anti-racism" training for AY18-19, to be open to a range of students, faculty, and staff/administration	N/A	Training is planned for early fall 2018.	Finalize training and conducting pre- and/or post-assessment.
Prepared for a series of short films exploring Seidel stakeholders' experiences with race, diversity, and inclusion	N/A	Project still in design stage.	Time and space needed for hosting video capture.
Committee members participated in a co-taught section of "Diversity in the Community."	Student evaluations.	>90% of 68 enrolled students reported positive experiences with the multiple-lecturer format.	Campus policies that support co-teaching as a credited model for faculty load.
The Office of Public Relations team tells the diverse stories of SU's campus community and seeks to gain publicity for the University by sending press releases, PSAs and media alerts to promote campus events, activities and achievements. Other efforts include interviews, photo ops, pitches, student hometowns, and more. Stories generated by PR are posted on the University's website, and often shared further: electronically through the University's Facebook and Twitter accounts, the eSU News and SU Arts Minute emails; in print through <i>SU News</i> , <i>SU Spotlight</i> , <i>SU</i>	Tracking of media placements (including those that are diversity-related) appearing in local, regional and national media, when possible.	More than 85 diversity-related topics were spotlighted in the past year.	Continuous improvement.

Magazine and other campus publications; and broadcast through <i>SU on the Air</i> on PAC 14, and on local television stations.			
Marketing placed ads showcasing African American History Month activities in <i>Maryland African American Pride</i> and the <i>Salisbury Star</i> . It also was an interview topic on <i>SU on the Air</i> . Women's History Month activities also were featured in several press releases.	Tracking of media placements (including those that are diversity-related) appearing in local, regional and national media, when possible.	N/A	Continuous improvement.
Campus-wide Safe Spaces Workshops to raise awareness of LGBTQIA issues.	Multiple workshops annually on campus, frequent workshops regionally and across state.	Eight (8) on-campus workshops were scheduled during the reporting period.	Targeted Safe Spaces training to specific offices/department on campus.
Fulton Public Humanities programming focused on experiences of historically marginalized groups: African Americans, Latino/Latina, Native American, LGBTQIA, women (see appendix 1, below)	Number of events, audience size.	N/A	Continuous improvement.
PACE programming focused on issues of social injustice/inequality: e.g., Charlottesville forum (see Panorama for particulars)	Attendance, generally 100-200	N/A	Continually provide programming to appeal to the diversity of the campus community.
The University's Dining Services partnership with the Cultural Event series provides exposure and opportunity to engage. SU menus include more culturally specific offerings daily and featured in the Festival of Foods calendar of events.	Increase in meal attendance at events.	Not quantified by event. Overall counts at Festival events have increased >500 attendees.	Continually provide programming to appeal to the diversity of the campus community.
Joint effort with the Nursing Department that led to the development of a global health seminar which includes a study abroad trip to South Africa focused on increased understanding of social, political, and cultural issues impacting global health	Seminar assignments including journals and blogs.	Grades from the 14 SOWK, Community Health, and Nursing students that attended	
SU Libraries provided cultural training programs for library staff.	Number of training programs.	3 programs for all library staff: 1) Safe Spaces training, 2) cultural inclusion film screening ("I Learn America") and discussion, and 3) Disability Resources Center staff-led a session on serving users	Continue to offer several programs each year.

		with disabilities; also sent our Diversity Coordinator to the Symposium for Strategic Leadership in Diversity, Equity, and Inclusion sponsored by two national academic library organizations.	
SU Libraries added collections related to diverse populations to support curricular initiatives	New materials added.	1) Added two new databases: <i>LGBT Life with full-text</i> and <i>Slavery in America and the world: History, Culture, and Law</i> . 2) Added special collections material for Asia (49 history-related Chinese comic books; Japanese World War II postcards) and Latin America, including 7 facsimiles of native codices from the 1500s, the correspondence of a female missionary working with natives in Peru and Ecuador in 1925-1933, and a 1940s travel diary through Mexico. 3) Asked each liaison to try to spend 10% of departmental book budgets on diversity-related books (e.g., <i>Anti-discriminatory Practice in Mental Health Care for Older People</i>).	Continue to acquire, as budget permits.
SU Libraries co-curricular programming	Number of events/exhibits	1) Panels, book displays, and social media promotion for observance months (Pride, Hispanic Heritage, LGBT History, Native American Heritage, Black History, Women's History, Deaf History, Asian-Pacific Heritage) and various holidays. 2) Created and hosted a major exhibit,	Continue to offer, as staffing and budget allow.

		<p>"You're on Indian Land. . .," in the Lobby Exhibit space during the entire spring semester 2018 and also held a reception for the exhibit. 3) Hosted a traveling exhibit from Family Diversity Projects, "In Our Family: Portraits of All Kinds of Families," in the Curriculum Resource Center from November 1, 2017, through May 31, 2018. 4) The Nabb Center hosted a lecture on Cajuns on April 19, 2018.</p>	
Multicultural Alliance of Organizations	Think tank of organizations representing a diversity of student organizations on campus meet twice monthly.	One of the most diverse boards on campus representing the full spectrum of diversity.	Continuous support.
NPHC/Historically Black fraternities and sororities Multiple recognized organizations exist to support and connect students of color, LGBTQ, and various cultures.	9 organizations hosted 46 events.	Continued recognition of chapters and student organizations; increased number of events planned by the organizations. 63 events hosted by 17 organizations.	Increase membership in the NPHC chapters; continue to increase the number of orgs; Diversity and inclusion training will be added to the overall Leadership training.
The Office of Institutional Equity (OIE) provides year-round training 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.	Number of trainings offered and attendance.	30+ OIE trainings offered during AY 2017-2018.	Continue to explore ways to incentivize voluntary program attendance from faculty and staff.
The OIE provides funding annually for faculty, staff and students of Salisbury University to support initiatives related to the University's strategic planning	Number of approved grant proposals.	8 mini-grants approved for a total of nearly \$7,500.	Continue to encourage campus community members to submit grant

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.	Total funds disbursed to support D&I initiatives.		proposals, particularly students and staff.
Large contingent of SU faculty, students and staff attended USM Symposium on Diversifying the faculty on April 16, 2018.	Identification of challenges in recruiting, hiring, and retaining URM faculty.	Number of URM faculty applying for, hired and retained in tenure-track positions (via Human Resources records and institutional data).	Work is planned for FY19 on reviewing recruitment process, semi-finalist review, and faculty onboarding (which was identified as a significant need on our campus).
Host Grad School Education Workshops with the SU TRiO student group.	Number of students in attendance.	Number of participants has increased each year.	Increase number of workshops per year. Expand to other groups.
Global Seminar Program (2-4 week faculty-led study abroad programs offered around the world).	Participation numbers; number of programs offered; course-level assessment for each Global Seminar.	9 separate Global Seminars offered during AY 2017-18 in 8 different countries serving 142 students and involving the leadership of 13 separate faculty members.	New training program scheduled for fall 2018 for faculty leaders; new learning goals for all Global Seminars approved by Faculty Senate committee during spring 2018.
Salisbury Abroad portfolio of semester study abroad programs.	Participation numbers; number of programs offered.	88 students participated on semester study abroad programs on every continent except Antarctica.	New materials under development for fall 2018 to help better promote Global Experiences.
International Buddy program – structured peer mentoring program between international students and American students	Participation numbers for international students and American students; regularly scheduled events for all participants.	Record number of participants on both sides.	Residence option under development for AY 2019-20 to house upper-classmen students in common housing within this program.

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.	2016 – 0 2015 – 0 2014 – 0 2013 – 0	Continue to raise awareness regarding the process and available resources.

Section II: Institutional Plan:

I. Implementation strategy and a timeline for meeting goals within the plan

Salisbury University will:

- Ensure that students, staff, and faculty feel a sense of belongingness to the university by actualizing best practices around diversity and inclusion.
- Provide undergraduate and graduate students with the perspectives, skills, tools, and critical consciousness necessary to be successful in our modern day society.
- Ensure that campus leaders exemplify best practices in diversity and inclusion.
- Provide more opportunities for mentorship and growth for historically marginalized faculty and staff.
- Develop the cultural competency of faculty so they're better equipped to provide the best possible and most inclusive learning environment for our students.
- Create innovative programs that endeavor to make the campus climate more inclusive and supportive of historically underrepresented identities.
- Foster cutting edge research and scholarship on socially constructed identities like race, sexual orientation, ethnicity, gender identity, etc.
- Create opportunities and programs that facilitate meaningful interactions across all campus stakeholders and the broader community and work to concretize partnerships and connections.
- Continuously work on efforts to recruit and retain faculty, staff, and students representing historically marginalized identities.
- Develop cultural consciousness and improve racial literacy through onboarding trainings, student orientations, and campus and targeted workshops offered throughout the year.

II. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations

Salisbury University promotes and supports cultural diversity among its various stakeholders through a multi-pronged approach. We first endeavor to enhance recruitment efforts for historically marginalized students, staff, and faculty members and then provide adequate onboarding training/student orientation vis-à-vis diversity issues for all campus community members. On campus, many offices, academic units, faculty, staff, students, and student organizations work within and across networks and campus communities to build cultural competency, raise cultural consciousness, improve equity, access, and opportunity, and increase feelings of belongingness on campus. These important objectives are accomplished through programs and enhanced our curricula and course content that strive to more accurately reflect the entirety of the human experience, create networks, clubs, and affinity and resource groups that serve historically underrepresented identities, facilitate workshops and discussions around D&I topics and issues, and support the Diversity & Inclusion Consortium Committee through shared governance which steers the University forward regarding D&I issues. Finally, we are actively working to complete construction of a new Intersectional Resource Center to help foster identity development and provide resources for several historically marginalized identities.

III. A description of how the institution plans to enhance cultural diversity (if improvement is needed)

We will continue to enhance and elaborate on previous efforts. We will also seek to enact many new initiatives aimed at building cultural competency, enhancing equity, and increasing feeling of belongingness on campus. In particular, we will be developing a year-long diversity curriculum out of the Office of Institutional Equity (OIE) which will guide presentation and discussion around topics such as race, sexual orientation, gender identity, triggers, etc. The OIE will also be making more concerted efforts to collaborate with other offices on campus as well as faculty members so we can best incorporate the skills and expertise of many stakeholders while addressing Diversity and Inclusion (D&I) issues in the most institutionally holistic way possible. We are also in the process of developing and opening an Intersectional Resource Center which will feature several identity-based centers serving historically underrepresented and marginalized identities. Throughout the year, we hope to further develop resources and programs as well as opportunities made available by our new center, while working to fully integrate our new Graduate Assistantships for Women, Latinx, and LGBTQ+ folks as well as other current staff and faculty into its everyday operations.

In addition, pursuant to the strategic goal established by the USM, Salisbury University will develop a strategic approach to recruiting and retaining a more diverse faculty. A search and selection process that successfully recruits highly qualified teacher-scholars from under-represented populations is not the result of wishful thinking. Rather, it is the result of recognizing

and adopting best practices as part of the standard operating procedures for recruitment at SU. Equally important, onboarding and retaining faculty members from under-represented groups is also vital to SU's institutional success.

SU's mission statement identifies six core values: "excellence, student centeredness, learning, community, civic engagement, and diversity." In the most recent rendition of SU's Strategic Plan (2014-2018), growing diversity among students, faculty, and staff is defined as a crucial aspect to SU's mission, and it is a value the institution fully embraces. In fact, increasing the diversity of students, faculty, and staff is paramount to "Foster Community," which is one of SU's four strategic goals. To that end, the OIE leads campus efforts to manage D&I, as well as all aspects of the Fair Practices and anti-discrimination law compliance. SU's D&I strategy is based on the value of diversity in all persons and in all perspectives. This includes, but is not limited to, a clear institutional commitment to create an environment free of discrimination, supportive of all and in which all members of the SU community will have opportunities to thrive personally, academically, and professionally. This strategy implicitly includes the recruitment and retention of exceptional and diverse faculty, staff, and undergraduate and graduate students from across Maryland, the United States, and around the world.

In its D&I journey, SU has achieved many accomplishments; however, there are also many challenges, both present and ahead. Since its founding, SU has traditionally attracted primarily white students, faculty, and staff. Recognizing a need to increase the recruitment and retention of traditionally underrepresented groups, throughout the years, multiple cultural diversity and inclusion initiatives have been launched with various degrees of success.

The two basic premises to guide the enhancement to our efforts recruiting and retaining traditionally underrepresented Faculty are:

- A. Develop pathways to recruit and retain a more diverse Faculty at SU.
- B. Identify and address institutional climate issues that will influence whether minority faculty stay at SU.

The expected outcomes by area are as follows:

Recruitment: The recruitment of a diverse faculty pool for an open position requires SU to publish and distribute vacancies as widely as possible. The expansion of recruiting efforts allows for the position to reach all possible potential candidates. Connections to minority professional associations are also critical to recruitment. Hiring managers and faculty chairs should be in regular contact with graduate programs in their field and networks of underrepresented groups to encourage promising students to apply for fulltime or adjunct positions after graduation.

Hiring Committees: SU needs to conduct a comprehensive examination of its hiring practices and specifically its hiring committees. The institution needs to carefully determine what individuals are placed on committees and what strengths and perspectives those individuals bring. An important part of this process is to understand that there is value in looking for input outside of the discipline

or from newer faculty. In essence, in order to cast a wider net, SU must diversify its vision of hiring. This vision is important not only in regard to ethnicity but also in a broader context including seniority, discipline, age, and background.

Mentoring: There is a need to mentor prospective full-time applicants in SU's adjunct pools. An adjunct position could be the gateway to a fulltime job. Because of this natural pipeline, administrators involved in the Faculty hiring process have a responsibility to encourage and guide adjuncts into contributing roles on campus and in the discipline.

Onboarding and Retention: SU needs to identify factors motivating faculty from under-represented groups, so that they stay with the institution for the maximum time and effectively contribute. Tangible efforts must be taken to ensure onboarding, growth, advancement, and learning.

IV. A process for reporting campus-based hate crimes

In addition to the long-established process for reporting hate-based crimes, we are currently in the process of implementing a new Bias Incident Reporting System which will collect reports and data through an easily locatable and navigable form on our website. All submissions will be reviewed by our Bias Incident Response Team (made up of various SU stakeholders across departments, offices, and disciplines) which will decide on a strategic, holistic way to address each incident. We will also use this data to strategize on ways to be more proactive on campus to mitigate identity-based bias.

V. A summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally-diverse student body.

- More financial support (e.g., scholarships, need-based aid) for recruitment and retention programs to support traditionally underrepresented groups.
- Additional full-time, permanent positions to support targeted diversity and inclusion effort.

Section III: Demographic Data

TABLE I.1: Comparison Table for Tenure/Tenure Track Faculty

	Baseline: 2007-2008				2014-2015				2015-2016					2016-2017					2017-2018				
	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	17	5.7%	11	6	21	6.4%	14	7	21	6.4%	6.5%	14	7	22	6.8%	6.8%	14	8	23	6.6%	6.7%	14	9
American Indian or Alaska Native	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0.0%	0	0	0	0.0%	0.0%	0	0	0	0.0%	0.0%	0	0
Asian	12	4.1%	9	3	25	7.7%	14	11	26	7.9%	8.0%	14	12	25	7.7%	7.8%	14	11	29	8.4%	8.4%	16	13
Hispanic/Latino	3	1.0%	2	1	5	1.5%	2	3	4	1.2%	1.2%	3	1	4	1.2%	1.2%	3	1	4	1.2%	1.2%	3	1
White	252	85.1%	150	102	267	81.9%	150	117	269	82.0%	83.0%	154	115	266	81.8%	82.6%	149	117	279	80.4%	80.9%	153	126
Native Hawaiian or other Pacific Islander	0	NA	NA	NA	0	0.0%	0	0	0	0.0%	0.0%	0	0	0	0.0%	0.0%	0	0	0	0.0%	0.0%	0	0
Two or more races	0	NA	NA	NA	0	0.0%	0	0	0	0.0%	0.0%	0	0	1	0.3%	0.3%	0	1	2	0.6%	0.6%	0	2
Nonresident Alien	12	4.1%	4	8	4	1.2%	2	2	4	1.2%	1.2%	2	2	4	1.2%	1.2%	2	2	8	2.3%	2.3%	4	4
Did not self identify	0	0.0%	0	0	4	1.2%	3	1	4	1.2%		3	1	3	0.9%		2	1	2	0.6%		2	0
Total	296	100.0%	176	120	326	100.0%	185	141	328	100.0%	100.0%	190	138	325	100.0%	100.0%	184	141	347	100.0%	100.0%	192	155

"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 0708 and 1718

51 17.2%

Minority Faculty (including NRA)

22 50.0%

TABLE I.2: Comparison Table for Non-tenure Track/Other Faculty

	Baseline: 2006-2007				2014-2015				2015-2016					2016-2017					2017-2018				
	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	11	4.7%	6	5	10	3.0%	5	5	12	3.7%	3.7%	4	8	10	3.2%	3.3%	4	6	11	3.4%	3.5%	3	8
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	2	0.6%	0.6%	0	2
Asian	6	2.6%	1	5	11	3.3%	0	11	11	3.4%	3.4%	1	10	10	3.2%	3.3%	0	10	7	2.2%	2.2%	0	7
Hispanic/Latino	2	0.9%	0	2	6	1.8%	1	5	8	2.4%	2.5%	1	7	7	2.2%	2.3%	1	6	4	1.3%	1.3%	1	3
White	202	86.0%	72	130	300	88.8%	98	202	290	88.4%	89.8%	93	197	277	88.5%	90.2%	91	186	289	90.6%	91.7%	87	202
Native Hawaiian or other Pacific Islander	0	NA	NA	NA	0	0.0%	0	0	0	0.0%	0.0%	0	0	0	0.0%	0.0%	0	0	0	0.0%	0.0%	0	0
Two or more races	0	NA	NA	NA	3	0.9%	2	1	1	0.3%	0.3%	1	0	2	0.6%	0.7%	1	1	2	0.6%	0.6%	1	1
Nonresident Alien	0	0.0%	0	0	3	0.9%	1	2	0	0.0%	0.0%	0	0	0	0.0%	0.0%	0	0	0	0.0%	0.0%	0	0
Did not self identify	14	6.0%	3	11	4	1.2%	2	2	5	1.5%		2	3	6	1.9%		1	5	4	1.3%		1	3
Total	235	100.0%	82	153	338	100.0%	109	229	328	100.0%	100.0%	102	226	313	100.0%	100.0%	98	215	319	100.0%	100.0%	93	226

"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	% Change
Change in Non-tenure//Other Faculty between 0708 and 1718	84	35.7%
Minority Non-tenure//Other Faculty (including NRA)	7	36.8%

TABLE 2: Comparison Table for Staff

	Baseline: 2007-2008				2014-2015				2015-2016					2016-2017					2017-2018				
	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	323	33.3%	96	227	378	35.2%	122	256	339	33.2%	33.5%	108	231	326	31.8%	32.1%	114	212	333	31.0%	31.3%	117	216
American Indian or Alaska Native	1	0.1%	0	1	2	0.2%	0	2	2	0.2%	0.2%	0	2	1	0.1%	0.1%	0	1	2	0.2%	0.2%	0	2
Asian	10	1.0%	4	6	11	1.0%	6	5	8	0.8%	0.8%	4	4	8	0.8%	0.8%	5	3	9	0.8%	0.8%	5	4
Hispanic/Latino	6	0.6%	1	5	29	2.7%	11	18	28	2.7%	2.8%	8	20	26	2.5%	2.6%	7	19	29	2.7%	2.7%	7	22
White	617	63.7%	251	366	630	58.7%	249	381	623	61.0%	61.6%	248	375	638	62.2%	62.9%	253	385	671	62.4%	63.1%	270	401
Native Hawaiian or other Pacific Islander	0	NA	NA	NA	1	0.1%	0	1	1	0.1%	0.1%	0	1	1	0.1%	0.1%	0	1	1	0.1%	0.1%	0	1
Two or more races	0	NA	NA	NA	11	1.0%	5	6	9	0.9%	0.9%	5	4	11	1.1%	1.1%	5	6	14	1.3%	1.3%	4	10
Nonresident Alien	7	0.7%	1	6	0	0.0%	0	0	1	0.1%	0.1%	1	0	4	0.4%	0.4%	2	2	5	0.5%	0.5%	2	3
Did not self identify	5	0.5%	0	5	11	1.0%	3	8	11	1.1%		3	8	10	1.0%		5	5	11	1.0%		5	6
Total	969	100.0%	353	616	1073	100.0%	396	677	1022	100.0%	100.0%	377	645	1025	100.0%	100.0%	391	634	1075	100.0%	100.0%	410	665

"Source: EDS file.

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

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

Note 3. Staff numbers for 2015-16 include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is one of the following categories: Management (11); Business & Financial Operations (12); Computer, Engineering, & Sciences (13); Community 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 (31)

	Headcount Change	% Change
Change in Staff between 0708 and 1718	106	10.9%
Minority Staff (including NRA)	46	13.3%

TABLE 3.1: Comparison Table for Undergraduate Students

	Baseline: 2007-2008				2014-2015				2015-2016					2016-2017					2017-2018				
	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	782	11.5%	386	396	998	12.5%	416	582	1053	13.4%	13.9%	442	611	1087	13.8%	14.3%	450	637	1096	14.1%	14.5%	453	643
American Indian or Alaska Native	40	0.6%	22	18	32	0.4%	9	23	42	0.5%	0.6%	13	29	51	0.6%	0.7%	21	30	56	0.7%	0.7%	24	32
Asian	191	2.8%	101	90	206	2.6%	90	116	234	3.0%	3.1%	96	138	255	3.2%	3.4%	106	149	281	3.6%	3.7%	127	154
Hispanic/Latino	169	2.5%	83	86	323	4.0%	142	181	323	4.1%	4.3%	144	179	307	3.9%	4.0%	135	172	313	4.0%	4.2%	141	172
White	5565	81.9%	2445	3120	5738	71.8%	2449	3289	5506	70.1%	72.6%	2367	3139	5488	69.8%	72.1%	2373	3115	5449	70.0%	72.2%	2405	3044
Native Hawaiian or other Pacific Islander	0	NA	NA	NA	10	0.1%	6	4	11	0.1%	0.1%	7	4	16	0.2%	0.2%	9	7	15	0.2%	0.2%	7	8
Two or more races	0	NA	NA	NA	292	3.7%	130	162	282	3.6%	3.7%	119	163	261	3.3%	3.4%	111	150	218	2.8%	2.9%	91	127
Nonresident Alien	41	0.6%	11	30	139	1.7%	64	75	138	1.8%	1.8%	55	83	142	1.8%	1.9%	63	79	114	1.5%	1.5%	53	61
Did not self identify	153	2.3%	62	91	259	3.2%	129	130	260	3.3%		131	129	254	3.2%		136	118	240	3.1%		129	111
Total	6941	102.2%	3110	3831	7997	100.0%	3435	4562	7849	100.0%	100.0%	3374	4475	7861	100.0%	100.0%	3404	4457	7782	100.0%	100.0%	3430	4352

Headcount Increase

% Increase

Change in Undergraduate Students
between 0708 and 1718

841

12.1%

Undergraduate Minority Students
(including NRA)

870

71.1%

TABLE 3.2: Comparison Table for Graduate Students

	Baseline: 2007-2008				2014-2015				2015-2016					2016-2017					2017-2018				
	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	53	9.0%	15	38	93	12.0%	18	75	76	9.2%	9.9%	15	61	83	9.4%	9.9%	20	63	104	11.2%	11.7%	20	84
American Indian or Alaska Native	2	0.3%	0	2	2	0.3%	1	1	3	0.4%	0.4%	0	3	0	0.0%	0.0%	0	0	0	0.0%	0.0%	0	0
Asian	5	0.8%	2	3	10	1.3%	0	10	6	0.7%	0.8%	1	5	9	1.0%	1.1%	5	4	10	1.1%	1.1%	5	5
Hispanic/Latino	10	1.7%	4	6	22	2.8%	7	15	24	2.9%	3.1%	7	17	22	2.5%	2.6%	5	17	11	1.2%	1.2%	2	9
White	542	91.6%	145	397	575	74.4%	151	424	619	75.3%	80.5%	163	456	684	77.1%	81.8%	167	517	726	77.9%	81.8%	145	581
Native Hawaiian or other Pacific Islander	0	NA	NA	NA	0	0.0%	0	0	0	0.0%	0.0%	0	0	2	0.2%	0.2%	1	1	4	0.4%	0.5%	2	2
Two or more races	0	NA	NA	NA	14	1.8%	2	12	19	2.3%	2.5%	2	17	23	2.6%	2.8%	6	17	24	2.6%	2.7%	12	12
Nonresident Alien	11	1.9%	3	8	15	1.9%	4	11	22	2.7%	2.9%	6	16	13	1.5%	1.6%	4	9	8	0.9%	0.9%	1	7
Did not self identify	17	2.9%	2	15	42	5.4%	14	28	53	6.4%		10	43	51	5.7%		7	44	45	4.8%		7	38
Total	640	108.1%	171	469	773	100.0%	197	576	822	100.0%	100.0%	204	618	887	100.0%	100.0%	215	672	932	100.0%	100.0%	194	738

Headcount Increase % Increase

Change in Graduate Students between 0708 and 1718

292 45.6%

Graduate Minority Students (including NRA)

80 98.8%

TOWSON UNIVERSITY



2017-2018

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT TEMPLATE

Institution: _____Towson University_____

Date Submitted: _____

Point(s) of Contact (names and email addresses): ____Leah K. Cox, Ph.D, Vice-President, Inclusion & Institutional Equity_____

Overall Guidelines:

- For the 2017-2018 Programs of Cultural Diversity Annual Progress Report, complete the three sections in this template.
- Please submit your report to Zakiya Lee (zlee@usmd.edu) by Friday, June 29, 2018.

Section I: Progress Report: §11-406 of the Education Article states that each public institution of higher education in the State shall submit a progress report regarding the institution's implementation of a plan for a program of cultural diversity. Progress on the following institutional goals should be reported:

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.

Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery.

Goals 1 and 2 will be reported in Table 1 and Table 2 below; no additional narrative is needed. Details should include strategies for implementation, metrics to measure how progress is being evaluated, indicators of success about how progress has been achieved, and areas where continuous improvement is needed for select, key initiatives and strategies. Goal 3 should be provided in a brief statement as noted below.

Guidelines for Section I:

- Submissions for Section I (Table 1, Table 2, and Statement 1) should be 10 to 12 pages.
- Bulleted, succinct descriptions of major initiatives and strategies are ideal.

Section I - Table 1: Reporting of Institutional Goal 1

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.			
Timeline for meeting goal within the diversity plan: _____ June 2019 _____			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. HBCUs must provide information on efforts designed to diversify campus by attracting students, administrative staff, and faculty who do not identify as African American.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
FACULTY: OFFICE OF THE PROVOST			
Administrative Staff, Office of the Provost: Assistant Vice President for Diversity & Inclusion, AVPDI – AVPDI has primary responsibility for researching, developing, and implementing programs and initiatives to support TU's ability to attract and retain a diverse faculty body and to foster welcoming and inclusive climates in TU's classroom and academic workplace by developing and facilitating diversity and equity educational seminars within the Division of Academic Affairs.	Tracking faculty diversity hires and retention using TU's annual Affirmative Action Plan data.	All colleges showed positive change in minority representation in tenured and tenure track positions, see Appendix A.	College of Health Professions has slight underrepresentation for minorities.
Hiring:			
Search Committee Training – Training heightens awareness of, and shares methods to mitigate, implicit bias as well as discusses fair and non-discriminatory procedures for ensuring equity.	Frequency of training	Training conducted for 40% of faculty search committees.	Increase percentage of faculty search committee training

Outreach Plan Requirements – Specific steps are required to ensure that the faculty employment opportunities are shared broadly to increase diversity of applicant pools.	Submission rate of required documentation	100% compliance	
Increased Outreach Resources: <i>a. Ph.D. Project</i> - Institutional membership provides access to diverse applicants in business disciplines. Minority Post Doc - Institutional membership provides access to pool of potential applicants from diverse backgrounds for faculty searches across all academic disciplines.			Establish metrics
Follow-up after search completion – AVPDI meets with search committee chair following completion of search process to discuss strengths and challenges of the process. Practices noted to be effective in recruiting diverse faculty are shared across Academic Affairs.			Establish metrics
Prospective Faculty Portal - Website highlights TU's diversity initiatives and resources for the purpose of attracting diverse candidates to faculty employment opportunities.	User satisfaction	Website launched six months ago. Data collection: Use focus groups to start fall 2018	
Faculty Recruitment Brochure – A brochure is under development to serve as an outreach tool for use during conferences and meetings to attract potential faculty from diverse backgrounds to TU's faculty employment opportunities.	User satisfaction	Implementing summer 2018 will solicit satisfaction from deans and chairs spring 2019	
Proposed Programs (awaiting funding): <i>a. Opportunities Hires Program:</i> Program would afford TU increased flexibility in faculty hiring for the purpose of increasing diversity of tenured and tenure-track faculty body.	Awaiting funding Awaiting funding		

network with all of the program's previous fellows.			
Provost Faculty Fellow for Diversity & Inclusion, PFDI - PFDI assists with efforts to diversify student and faculty body and foster an inclusive and respectful campus community.	Professional development opportunity Retention of faculty	Both participants remain at TU and have increased leadership roles	
DIVISION OF STUDENT AFFAIRS			
<p>Mission: The Division of Student Affairs strives to create transformative learning experiences that are pivotal in students' education and identity development.</p> <p>Diversity Goal: Develop an inclusive campus community and cultural fluency.</p> <p>The Division of Student Affairs encompasses Campus Life, Campus Recreation Services, Career Center, Center for Student Diversity, Civic Engagement & Social Responsibility, Counseling center, Disability Support Services, Fraternity & Sorority Life, Health Center, Housing & Residence Life, Military & Veterans Center, New Student & Family Programs, Student Activities, Student Conduct & Civility Education, Student Success Programs, and TU in Northeastern Maryland (TUNE)</p>			
Recruitment:			
	Incorporate hiring practices that recruit a diverse pool of candidates beyond traditional recruiting practices at the time of the next vacancy	Comparison data prior to and before diversity & inclusion practices	Development and refinement of specific outreach plans for targeted populations and skill sets

	<p>Create a culture of service by holding events that connect students to local organizations and campus resources by collecting basic demographic data from participants in civic engagement to establish a baseline with a goal of 25% male representation on each trip</p>	<p>Conduct Pre & post surveys for participants, question asking what their role is in contributing to and addressing the social issue addressed on the trip</p> <p>Stimulate student learning of service experiences by engaging a greater diversity of students in service-increase from 19% to 24% male participation</p>	<p>75% of participants effectively communicate the organizations' mission</p>
	<p>Increase the numerical representation of students with disabilities by 5% next year through recruitment</p>	<p>Attended all open houses, TU4U events, and all orientation sessions for incoming freshmen and transfer students</p> <p>Provided presentations on Disability Support Services to faculty and staff. In 2017, 282 faculty and staff attended 18 DSS presentations.</p> <p>2017-18 registered students with DSS last year was 1,890, representing a 7% increase over the previous year and a 29% increase over three years (see Appendix B).</p>	<p>Continue to track cohorts of DSS freshmen along with all TU freshmen, as well as cohorts of DSS transfer students along with all TU transfer students. OIR expects that the data will increase in accuracy over the years as more students are tracked in PeopleSoft. (PeopleSoft data only became available in 2006.)</p>
Retention:			
	<p>Retain and graduate traditionally</p>	<p>The within 4-year graduation rate for DSS transfer students</p>	<p>Overall average data shows graduation rates for incoming</p>

	<p>underrepresented students with disabilities by:</p> <p>Tracking and maintaining graduation rates for DSS incoming freshmen</p> <p>Tracking and maintaining graduation rates for DSS incoming transfer students</p>	<p>is 68% as compared to 70% for all TU students.</p> <p>The within 5-year graduation rate for DSS transfer students is 72% as compared to 74% for all TU students.</p> <p>The within 6-year graduation rate for DSS transfer students is 74% as compared to 75% for all TU students.</p>	<p>fall DSS transfer students lag slightly behind for all incoming fall transfers. Will review and incorporate measure to narrow the time.</p>
	<p>Track participation in diversity programming in Greek 101 training for all new members</p>	<p>Number of programming events, participants, and understanding (comprehension surveys)</p>	<p>Collaborate with on-campus entities including the Council Diversity Chairs to update the chapter social justice curriculum presented by the chapter diversity chairs</p>
	<p>Foster a diverse and inclusive on-campus environment by tracking participation in diverse cultural and educational programming for residents to gain an appreciation of experiences outside of students' normal paradigm</p>	<p># of diverse programming efforts and utilization via post-surveys</p> <p>The Peer Educators will conduct programs and activities specifically geared toward broadening residents' multicultural awareness, as well as their understanding and appreciation of the differences between people.</p>	<p>Strengthening practices and supporting services to diverse student populations</p> <p>Implementing HRL resources devoted to supporting dialogue and action surrounding issues of diversity through the</p>

		ICC will focus on encouraging and training staff to do the same	Equity Think Tank, ICC Summit, and Peer Educator Program.
	Structure the transfer orientation program for summer 2018 (including 11 New Student Orientation sessions and Welcome to TU) and winter 2019 (including 8 New Student Orientation sessions) so that 75% of incoming transfer students or their family members have the ability to attend at least one session where they learn about: Title IX, the Center for Student Diversity, Campus Safety, and the Health Center	Implement cultural competency training in the June 2018 Orientation Leader training	<p>Implement cultural competency training for all NSFP staff including professional staff, interns, Student Directors, and Orientation Leaders by summer 2018:</p> <p>Complete IDI with NSFP professional staff during spring 2018</p> <p>Explore possibility of implementing IDI with 6 Student Directors and 60 Orientation Leaders by May 2018</p> <p>Facilitate transfer orientation so that students have the ability to learn about key campus resources that make them aware of what it means to be a responsible student</p>

			in Towson University's diverse community:

Section I - Table 2: Reporting of Institutional Goal 2

<p>Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.</p> <p>Timeline for meeting goal within the diversity plan: _____ June 2019 _____</p>			
<p>Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:</p> <ul style="list-style-type: none"> • faculty and staff cultural training programs; • curricular initiatives that promote cultural diversity in the classroom; and • co-curricular programming for students. 	<p>Metrics to measure how progress of each initiative/strategy is being evaluated</p>	<p>Data to demonstrate where progress has been achieved / indicators of success</p>	<p>Areas where continuous improvement is needed</p>
OFFICE OF THE PROVOST:			
<p>Intergroup Dialogue, IGD – IGD is a multi-week program that brings together small groups of students across social identity groups to increase social consciousness and build bridges across group differences. Faculty and staff members serve as IGD facilitators. (summer 17, fall 17 and spring 18)</p>	<p>Participation rates</p>	<p>Facilitators trained: 18 Faculty facilitating: 9 Staff facilitating: 9 Student participants: 114</p>	<p>Intergroup Dialogue, IGD – IGD is a multi-week program that brings together small groups of students across social identity groups to increase social consciousness and build bridges across group differences. Faculty and staff members serve as IGD</p>

			facilitators. (summer 17, fall 17 and spring 18)
Council of Chairs Equity and Inclusion Sub-Committee – AVPDI has brought resources to sub-committee to foster institutional transformation in support of diversity and inclusion. Sub-committee invited AVPDI to bring inclusion and equity resources and discussions regarding hiring procedures, retention practices and classroom and workplace climate to the entire Council of Chairs.	Requested AVPDI's participation 2016-2017	Re-invited AVPDI's participation in 2017-2018	Council of Chairs Equity and Inclusion Sub-Committee – AVPDI has brought resources to sub-committee to foster institutional transformation in support of diversity and inclusion. Sub-committee invited AVPDI to bring inclusion and equity resources and discussions regarding hiring procedures, retention practices and classroom and workplace climate to the entire Council of Chairs.
DIVISION OF STUDENT AFFAIRS			
	Results of the Intercultural Development Inventory (IDI) in facilitated discussions, retreats, and workshops utilizing an external facilitator	Retreats/workshops: 1-2 per semester with the directors	Lessons learned will be brought back to perspective staff to incorporate within daily conversations and work
	Track user access to a series of webinars, including: Autism on Campus, Career Services for Today's Military Students & Families, Transforming the	Number of GAs and Peer Advisors taking IDI assessment and webinars	Invest in field-specific education and training on diversity and inclusion for staff

	Trajectory – African-American Males Navigating Career Services, Recognizing Microaggressions, Filling the Gap – Rutgers Diversity Showcase, GMU Moving from Diversity to Inclusion		Provide educational programming for employers around equity, diversity and inclusion by providing two workshops in conjunction with the 2018 Spring Mega Job & Internship Fair (“The Power of Organizational Inclusion: Moving beyond Diversity” and “Employing Veterans”)
	Participation #'s	Participation surveys for Cultural Competence programming	Support to the campus including the workshop on White Privilege by Mollie Herman, Lilian Odera, and Shudarshna Gupta was quite successful, leading not only to presentations at TU in Student Affairs, but also to another local University Counseling Center, to a presentation explaining while conducting the program at the Association of Counseling Center

			Training Agents (ACCTA)
	<p>Maintain collaboration with TU Office of Institutional Research (OIR) for longitudinal study tracking the 4-year, 5-year and 6-year graduation rates for Freshmen, full-time degree-seeking DSS-registered students as compared with all TU first-time full-time degree-seeking students.</p> <p>Maintain collaboration with TU Office of Institutional Research for longitudinal study tracking within the 4-year, 5-year and 6-year graduation rates for Transfer, full-time degree-seeking DSS-registered students as compared to comparable transfer students who registered with DSS in their first term.</p>	4-6 year comparison graduation rates	<p>Include Universal Design for Learning (UDL) in DSS presentations to faculty to encourage course design that meets the needs of students with disabilities and other diverse learners. UDL will be addressed in a minimum of 15 presentations to faculty during the coming year.</p>
	Participation rates in continuing the Multicultural Lab in counseling to assist with learning about colleagues more deeply as well as practicing inquiring sensitively about cultural issues	Re-advertise use of Multicultural Lab participation	
	Participation rate and activity level of streamed, recorded, film rental or social media selected Diversity Programs		Increase opportunities for TUNE students to engage with diverse populations

	from TU Main Campus to TU Northeast campus (TUNE)		Explore opportunities to work with disadvantaged populations in Harford & Cecil Counties
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Section I - Statement 1: Reporting of Institutional Goal 3

Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery. Do not include statistics.

Reporting Campus-based Hate Crimes / Clery

TU utilizes a form as a uniform method to document the “What, When & Where” of certain reportable crimes and/or non-criminal hate motivated incidents that have occurred and have been reported to Campus Security Authorities (CSA) other than the Towson University Police Department.

TU has defined a Hate Crime as “a criminal offense committed against any person or property which is motivated, in whole or in part, by the offender’s bias. Clery reportable hate motivated crimes include Murder, Manslaughter, Sex offenses, Robbery, Aggravated Assault, Simple Assault, Intimidation, Burglary, Motor Vehicle Theft, Destruction of Property, Theft and Arson.”

Although there are many possible categories of bias, under Clery, only the following categories are reported: Race, Gender, Religion, Sexual Orientation, Sexual Identity, Ethnicity/National Origin, and Disability.

For the purpose of Clery, CSAs are required to document certain reportable crimes and non-criminal hate motivated incidents that have been reported to them and occurred in the following locations:

1. On-campus property, On-campus residential life buildings, Non-campus property (property or building owned or controlled by the university that is frequently used by students and is not within the same reasonably contiguous geographic area of the institution, or any building/property that is owned or controlled by a student organization that is officially recognized by the university.); and Public property located immediately adjacent to and accessible from campus (includes thoroughfares, sidewalks, streets, and lands).

Certain individuals, specifically pastoral and professional counselors, are exempted from this requirement to report certain crimes. However, to be exempt from disclosing reported offenses, pastoral and professional counselors must be acting in the role of pastoral or professional counselors.

APPENDIX A – Faculty Minority Representation

**Report Reflecting Change of Minority Representation –
Tenured / Tenure Track Faculty by College
TU's Affirmative Action
2016 & 2017 Plan Data**

College	Affirmative Action Plan Year	Percentage of Minority Representation – Tenured/Tenure Track	Percentage Change
College of Business & Economics	2016	43.32%	
	2017	44.62%	+ 1.20%
College of Education	2016	20.31%	
	2017	21.21%	+ .90%
College of Fine Arts & Communication	2016	17.59%	
	2017	22.03%	+ 4.44%
College of Health Professions	2016	15.60%	
	2017	17.92%	+2.32%
College of Liberal Arts	2016	16.11%	
	2017	18.95%	+ 2.84%
Fisher College of Science & Mathematics	2016	30.22%	
	2017	32.39%	+2.17%

APPENDIX B – DSS Student Registration

Students Registered with DSS **3-Year Trend**

Year	DSS-Registered Students	Percentage Increase from the Previous Academic Year	Total Percentage Increase Over 3 Years
2014-15	1528	--	--
2015-16	1664	9%	--
2016-17	1774	7%	--
2017-18	1890	7%	24%

APPENDIX C – Institutional Plan for a Program of Cultural Diversity

1. Increase tenured and tenure-track black faculty and retain them by 10% by 2018.

Status: ON TRACK

HIRING

- Implemented an outreach process that requires the development and approval of an Outreach Plan for all tenured or tenure track faculty searches. We continue to review and seek effective institutional outreach resources. Most recently, membership with The PhD Project was secured to provide access to pools of prospective faculty of color.
- Revisions to hiring procedures that include additional checkpoints in the search process are under review. Training is provided for faculty search committees that includes information related to best practices before, during, and following the search. Emphasis is placed on the establishment of a fair and equitable search process. Awareness, and avoidance, of implicit bias is discussed. Following search completion, debriefs have begun with the goal of identifying and documenting the most effective methods for recruiting and hiring faculty of color.
- Developing dedicated resources for the purpose of improving our outreach to prospective faculty of color. A web portal that highlights TU's faculty diversity initiatives and resources is being developed as a marketing tool for prospective faculty. Faculty vacancy announcements will be posted on the prospective faculty web page. A brochure is under development that will serve as an outreach tool for use during conferences and meetings to attract potential faculty of color to TU's faculty employment opportunities.
- Increased our support for academic department chairs and are emphasizing their vital leadership role as it relates to diversity and inclusion. Areas for impact include, but are not limited to, recruitment, retention, climate, curriculum, research, and student development. Working with the Council of Chairs Subcommittee on Equity and Inclusion we are bringing relevant resources to facilitate institutional transformation.
- Developed an Inclusion Tool Kit and made the resources available on the Office of the Provost website. Resources located within the tool kit support TU's faculty recruitment and retention goals.
- Currently in the final stages of development of TU's Faculty Recruitment Incentive Program (FRIP). FRIP, a pipeline program, is designed to increase diversity within the faculty body by placing selected individuals in tenure track positions. FRIP promotes the professional development of underrepresented faculty by facilitating the initialization and completion of graduate work and other appropriate academic pursuits leading to a terminal degree and/or conducting research in their discipline.

Retention

- TU's diversity initiatives and resources are highlighted during the initial meeting of new faculty orientation. The orientation program includes periodic meetings throughout the new faculty member's first academic year. Resources and programming are provided for new faculty members during these meetings.
- We are supporting the development of communities of care through the networking and collaboration that is take place for TU faculty participating in our diversity programs. TU's Diversity Faculty Fellows Program (DFF) provides selected faculty members with opportunities to infuse diversity into existing curriculum, create models to improve classroom dynamics in support of social justice, or identify and implement strategies to enhance institutional practices to support and affirm a campus culture that values equity, diversity and inclusion. Through sustained monthly dialogues, the DFF program offers ongoing opportunities for faculty networking and collaboration. TU's Multiculturalism in Action monthly lunch gatherings afford faculty members with opportunities to share information and gather feedback from the TU community regarding their scholarship. This program has brought together 20 faculty members that are committed to expanding diversity and inclusion at TU and has fostered the formation of a community of supportive scholars. TU's academic Intergroup Dialogue Program (IGD) delivers for-credit opportunities for students to participate in multi-week dialogues to come together across social identify differences. IGD faculty facilitators have established a supportive network that encourages faculty retention.
- Focus groups with faculty have been conducted for the purpose of discussing and gathering tools for faculty success at TU. Faculty members shared information regarding what resources and support systems that were most impactful in relation to securing their tenure and promotion.
- As a result of extremely positive feedback from faculty members, TU's membership with the National Center for Faculty Development and Diversity (NCFDD) is being renewed for next academic year. NCFDD provides resources and programming that support faculty success. A total of 226 individuals have registered and are taking advantage of the resources available through TU's NCFDD membership.
- In the final stages of developing TU's Faculty Exit Interview Process, designed to offer multiple reporting options for the purpose of increasing response rates. Faculty members may choose to respond in person, via telephone, and/or online. Data gathered from exit interviews will be shared in aggregate form and utilized to inform future programming.

2. Require the president to work with the provost to ensure that every college or department has one meeting per semester dedicated to cultural competency content approved by a student representative that works in the CDSO.

Status: ON TRACK

- Each college's Diversity Action Committee or College Council develops annual training; the colleges and department chairs have established that at least one meeting per fall and spring term will be devoted to cultural competency.
- The Diversity Faculty Fellows Program, established in 2015, gives selected faculty members the opportunity to infuse diversity into their existing curriculum, create models to improve classroom dynamics in support of social justice, or identify strategies to enhance institutional practices. This allows faculty to research ways to enhance diversity and inclusiveness while actively examining their effectiveness in practice. Five fellows were selected for the 2015-2016 academic year; 11 fellows were selected for the 2016-2017 academic year; and 10 fellows have been selected for the 2017-2018 academic year.

- The Center for Student Diversity now includes a position for associate director for Cultural Competency Education to help develop educational models and opportunities for cultural competency training for students and for the Division of Student Affairs. The associate director is also available to consult on and/or review college-based programs as requested.
- The Office of Inclusion and Institutional Equity includes a position that will coordinate education, training and programs on cultural competency for the university.

3. Advocate for IFC fraternities and Pan-Hellenic sororities to have a diversity chair who will promote diversity within their respective organizations and interact with multicultural organizations on campus.

Status: COMPLETED

- Ninety-five percent of the councils and chapters have a diversity chair. Diversity chairs are trained on cultural competency by staff from the Center for Student Diversity and are given facilitator training by staff from Fraternity and Sorority Life in order to execute the Greek Life Social Justice training module. Fraternity and Sorority Life worked in close collaboration with the Center for Student Diversity to develop the year-long training module which includes Intro to Social Justice, Identity Development, Current Vocabulary and Language, How to Be an Ally/Commitment to Being an Ally, Chapter Values Alignment with Social Justice Principles, and Developing Culturally Competent Programs.
- All new member orientations and Greek summits will now include a module on identity and inclusion.
- In spring 2017, 48 social justice programs sponsored by Greek organizations were reported to the Office of Fraternity and Sorority Life.

4. Send a letter to the president of USM Student Council regarding the review and termination of the contract, vendoring, and purchasing of appliances, tools, furniture and any other items produced within Maryland state and federal prisons. Given the status of the prison-industrial complex and the criminalization of black bodies, along with the school-to-prison pipeline, we find it problematic that we finance the same institution that profits off of black bodies.

Status: COMPLETED

- Provost Chandler, while still interim president, sent the letter to the USM Student Council president. The Maryland legislature mandates that USM institutions purchase items from Maryland Correctional Enterprises. Any Maryland resident may communicate to legislators an opinion or position on this matter.

5. Advocate to require the SGA to maintain communication with the diverse organizations and their leaders on campus through physical contact, wherein bills and policies that will affect the black student body will be made known and aware to them.

Status: COMPLETED

- The Student Government Association (SGA), through the assistant director of Diversity Outreach, established a core advisory board comprised of eight students from diverse, inclusive backgrounds. Students were recommended to serve based on their interest and

involvement in diversity and social justice issues. The board is intended to bridge the gap between SGA and student organizations that represent diverse backgrounds, and to inform SGA about issues related to campus climate and make recommendations for programming.

- The SGA conducted a survey of all student groups to better understand the effectiveness of senators' outreach to their assigned groups. As a result of the survey, the SGA has implemented a new system of accountability for senators.
- The SGA has created a series of diversity-related programs including those relating to Black History Month, Women's History Month, the impact of student activism in the TU community, and other relevant occasions and subjects.
- SGA & the Department of Housing & Residence Life hosted CultureCon on April 7 to highlight, through students and student organizations, a wide variety of cultures and promote multicultural exchange. More than 250 students attended.
- In early August, the Division of Student Affairs assisted with the planning and support of the inaugural Ujima Retreat. The program, coordinated by the Black Student Union president, was designed to build unity across the various black student organizations. About 60 students attended.
- During the 2016-2017 academic year, the SGA established *Be Heard Town Hall* forums to promote transparency, build cultural understandings, and foster collaboration. Due to low student attendance, future forums will be offered as needed.

6. Require the University Diversity Council and other institution-wide diversity committees to have diverse (including multi-cultural) representation on the committee that reflects the underrepresented cultures of the student body.

Status: COMPLETED

- The Vice President for Inclusion and Institutional Equity will be charged with reviewing this structure and making strategic recommendations for improvements or modifications, if needed. The new vice president will be tasked with strategic vision for the design, promotion, and delivery of best practices in diversity, inclusion and cultural competency efforts across campus.
- The Vice President for Inclusion and Institutional Equity will be developing a five-year strategic plan for Towson University.
- The Diversity Action Committee and its hate/bias work group are comprised of diversity-related group representatives.

7. Set an expectation to diversify the representation of the committees determining tenure at Towson University and require college deans to report on their efforts and results. Such efforts could include but are not limited to: Encourage students to complete course evaluations in course syllabi; invite student feedback for pending tenure cases; provide the opportunity for faculty tenure candidates to identify an advocate to serve on any level of their choosing in the tenure process.

Status: COMPLETED

- In addition to existing efforts via Blackboard and campus email each term, we have expanded marketing-related efforts to increase participation in course evaluations through messages in social media, T3, the Towerlight, and digital signage throughout campus. Housing & Residence Life also posted reminders throughout residence halls. We also developed an app through which course evaluations can be completed.

- We have shared copies of Promotion, Tenure, Reappointment and Merit (PTRM) documents with two of the student leaders involved in establishing these 12 goals, and offered to meet for review. The vice provost will continue to be available to answer questions about this document
- The Appointment, Rank and Tenure (ART) Document Revision Committee includes a student to provide input into potential changes to the document.
- We've reminded deans, chairs and departmental PTRM chairs that their faculty have the option of securing an external reviewer for their tenure review.

8. Advocate for the director positions in the SGA to be elected by the people of this university instead of appointed, hired and/or interviewed by the president. The diversity chair is a direct representative of the minority students and should be elected directly by and for minority students.

Status: COMPLETED

- After working with the Council of Diverse Student Organizations (CDSO) and others to identify new approaches, the SGA has amended its constitution to include a call for applications to the position. The CDSO will screen those applications and recommend an individual for appointment to the chair position. While this is an appointment rather than an election, the SGA included the CDSO in the process to ensure that representative consideration on matters of diversity will be considered.

9. Return the Towson University Debate Team to a traveling debate team as soon as possible and no later than fall 2016. The Debate Team is an intellectual fixture in the Towson University black community where black students have been nationally successful and active contributors to bringing justice to black people at this institution.

Status: COMPLETED

- The Debate Team participated in some national travel as its handbook was finalized last spring to outline policies and procedures on expectations for participation. The team attended CEDA in spring 2016.

10. Honestly and strictly enforce the university's policies on non-discrimination. Proactively work to create a marketing campaign to educate and communicate our hate/bias procedures and response. Distribute a public statement on Towson University's response on those issues when they occur. Publicly. The mental and emotional health of this university's black students across all intersections need to be taken as seriously as their physical health.

Status: COMPLETED AND ONGOING

- A collaborative university-wide group established the hate/bias procedures that were adopted in spring 2016, and a campaign led by the SGA called #NotAtTU promoted awareness and understanding of those procedures to encourage reporting. The #NotAtTU initiative included a marketing campaign, created by students in the Division of University Marketing & Communications Student Agency.

While the SGA led student-centered approaches, the Office of the Provost supported and promoted the procedures for faculty, and Housing & Residence Life supported it in residence hall postings.

- Over the summer, a work group chaired by the assistant vice president for Student Affairs/Diversity and comprised of faculty, staff, students and administrators reviewed the hate-bias procedures for effectiveness and clarity, and made updates the group deemed necessary.
- The Housing & Residence Life “Guide to Community Living” brochure has been updated to reflect the value of inclusive and welcoming communities and the ways to report hate/bias incidents. These will be distributed to every student in fall 2016.
- The provost fellow for Diversity and Inclusion position was established to support efforts to diversify the faculty and student body, and to assist in efforts to create a more inclusive and respectful campus community. The first provost fellow served during the 2015-16 academic year.
- The Provosts’ and Deans’ Council retreat in summer 2016 focused on diversity to advance understanding and progress in non-discrimination. This included an in-depth discussion of awareness of self-identity and privilege to help in understanding the impact of that perspective on one’s own actions and reactions. It also included a discussion of cultural competency, particularly in identifying and setting goals for diversity, equity and inclusion. Training on systematic racism and implicit bias was provided during the fall 2017 Provosts’ and Deans’ Council retreat.
- As of summer 2016, the Office of the Provost now includes an assistant vice president for Diversity & Inclusion to support institutional and divisional goals.
- Housing & Residence Life partnered with the Center for Student Diversity to provide development in diversity for professional and resident assistant staff.
- Orientation leaders were trained to facilitate discussions on inclusion.
- First-year students participated in an orientation program that addressed stereotypes and hidden bias.
- The Division of Student Affairs participated in a staff development program in which each staff member examined their own strengths and weaknesses with respect to diversity and inclusiveness. The program also provided best practices for diversity and inclusiveness, and included planning for initiatives in the 2016-17 academic year.
- Established the assistant vice president for Diversity & Inclusion position in the Office of the Provost to lead efforts to diversify the faculty and staff of the Division of Academic Affairs and student body, and to oversee efforts to create a more inclusive and welcoming campus climate, particularly in TU’s classrooms and the division’s work environments.
- Students and other TU community members can find information on publicly posted monthly reports of hate and bias incidents on the NotAtTU web page. Click on Monthly Reports for Hate Crimes and Bias Incidents, which is found below the definitions of hate and bias incidents.

NEXT STEPS

- All efforts at minimizing hate/bias incidents and publicly posting reports are ongoing.

11. Require that policing practices be equitable for black events and white events alike.

Status: COMPLETED

- In summer 2015, a committee of administrators reviewed and revised the process for staffing student events. A writing group rewrote the policy, specifically addressing late night parties and complex event policy. As a result, all similar events are required to use the same support and enforcement.
- In summer 2016, the committee developed the TU Student Guide to Planning Events to increase transparency and better inform students about policies and procedures associated with event planning.
- During the 2016-2017 academic year, the Center for Student Diversity conducted a series of dialogues and workshops with Towson University Police Department (TUPD) focusing on equitable policing practices and community building between TUPD and students of color. The engagement with TUPD helps to ensure open communication and understanding between TUPD and students of color.
- In summer 2017, an e-learning video was created to train key representatives from student organizations wishing to reserve event and meeting space through Event & Conference Services. The video is designed to help students better understand policies and procedures associated with room requests and reservations.

12. Advocate for the establishment of a course requirement in American race relations for students by meeting with the necessary and appropriate entities (such as the Curriculum Committee, University Senate, MHEC, USM, etc.).

Status: ONGOING

The Core Curriculum Revisions Task Force Recommendation #4 was to examine Core 11 as the most plausible place within the Core Curriculum where Race in America might be addressed as a theme. During the 2017-2018 academic year a task force was assembled to examine the feasibility of including Race in America as a major theme of Core 11 (U.S. as a Nation). The review was conducted and the task force concurs that Core 11 is the appropriate designation for Race in America. Preliminary recommendations from the task force and tentative implementation plan and timeline were shared at University Senate in February 2018. In fall 2018, a small sub-task force will be assembled comprised of one representative from each department with courses in the category to examine next steps.

APPENDIX D – Demographic Data (attachment)

Race/Ethnicity for Undergraduate Students

Race / Ethnicity	Baseline: 2008-2009				Baseline: 2010-2011				2015-2016*			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	2,014	12	638	1,376	2,188	12	738	1,450	3,362	18	1,168	2,194
American Indian or Alaska Native	68	0	26	42	63	0	24	39	27	0	9	18
Asian	738	4	327	411	705	4	309	396	1,012	5	447	565
Hispanic/Latino	456	3	179	277	608	3	201	407	1,218	6	483	735
White	11,897	69	4,878	7,019	12,029	69	4,951	7,078	11,515	61	4,762	6,753
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A	7	0	3	4	20	0	9	11
Two or more races	N/A	N/A	N/A	N/A	167	1	60	107	814	4	304	510
Did not self identify	1,568	9	628	940	1,246	7	503	743	566	3	226	340
Foreign	531	3	282	249	516	3	276	240	332	2	180	152
Total:	17,272	100	6,958	10,314	17,529	100	7,065	10,464	18,866	100	7,588	11,278

Race/Ethnicity for Graduate Students

Race / Ethnicity	Baseline: 2008-2009				Baseline: 2010-2011				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	436	11	93	343	532	12	146	386	384	12	105	279
American Indian or Alaska Native	10	0	4	6	28	1	13	15	1	0	0	1
Asian	103	3	38	65	125	3	47	78	107	3	42	65
Hispanic/Latino	58	2	18	40	75	2	28	47	85	3	26	59
White	2,419	63	527	1,892	2,778	64	639	2,139	2,026	63	529	1,497
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A	3	0	1	2	2	0	0	2
Two or more races	N/A	N/A	N/A	N/A	19	0	4	15	73	2	25	48
Did not self identify	625	16	206	419	463	11	174	289	384	12	98	286
Foreign	188	5	80	108	288	7	154	134	173	5	89	84
Total:	3,839	100	966	2,873	4,311	100	1,206	3,105	3,235	100	914	2,321

Race/Ethnicity for All Students

Race / Ethnicity	Baseline: 2008-2009				Baseline: 2010-2011				2015-2016*			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	2,450	12	731	1,719	2,720	12	884	1,836	3,746	17	1,273	2,473
American Indian or Alaska Native	78	0	30	48	91	0	37	54	28	0	9	19
Asian	841	4	365	476	830	4	356	474	1,119	5	489	630
Hispanic/Latino	514	2	197	317	683	3	229	454	1,303	6	509	794
White	14,316	68	5,405	8,911	14,807	68	5,590	9,217	13,541	61	5,291	8,250
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A	10	0	4	6	22	0	9	13
Two or more races	N/A	N/A	N/A	N/A	186	1	64	122	887	4	329	558
Did not self identify	2,193	10	834	1,359	1,709	8	677	1,032	950	4	324	626
Foreign	719	3	362	357	804	4	430	374	505	2	269	236
Total:	21,111	100	7,924	13,187	21,840	100	8,271	13,569	22,101	100	8,502	13,599

* 2015 fall enrollment data were revised in September 2016

Prepared By: TU Institutional Research: ka - 5-16-2018

Source: EIS, EDS

Race/Ethnicity				
Race / Ethnicity	Baseline: 2008-2009			
	#	%	Male	Female
African American/Black	25	4	5	20
American Indian or Alaska Native	1	0	1	0
Asian	61	11	39	22
Hispanic/Latino	14	2	5	9
White	446	80	236	210
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A
Two or more races	N/A	N/A	N/A	N/A
Did not self identify	5	1	3	2
Foreign	9	2	4	5
Total:	561	100	293	268

Race/Ethnicity				
Race / Ethnicity	Baseline: 2008-2009			
	#	%	Male	Female
African American/Black	50	5	18	32
American Indian or Alaska Native	4	0	1	3
Asian	26	3	15	11
Hispanic/Latino	15	2	4	11
White	814	87	364	450
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A
Two or more races	N/A	N/A	N/A	N/A
Did not self identify	17	2	5	12
Foreign	5	1	2	3
Total:	931	100	409	522

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

Race/Ethnicity				
Race / Ethnicity	Baseline: 2008-2009			
	#	%	Male	Female
African American/Black	75	5	23	52
American Indian or Alaska Native	5	0	2	3
Asian	87	6	54	33
Hispanic/Latino	29	2	9	20
White	1,260	84	600	660
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A
Two or more races	N/A	N/A	N/A	N/A
Did not self identify	22	1	8	14
Foreign	14	1	6	8
Total:	1,492	100	702	790

Prepared By: TU Institutional Research: ka - 5-16-2018

Source: EIS, EDS

Race / Ethnicity	Baseline: 2008-2009			
	#	%	Male	Female
African American/Black	247	17	107	140
American Indian or Alaska Native	3	0	2	1
Asian	28	2	7	21
Hispanic/Latino	17	1	11	6
Native Hawaiian or other Pacific Islander	N/A	N/A	N/A	N/A
White	1,161	79	485	676
Two or more races	N/A	N/A	N/A	N/A
Did not self identify	16	1	4	12
Foreign	1	0	0	1
Total:	1,473	100	616	857

Prepared By: TU Institutional Research: ka - 5-16-2018

Source: EIS, EDS

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

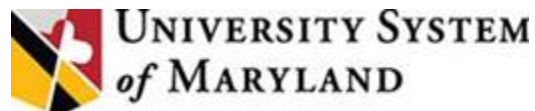
UNIVERSITY OF BALTIMORE



2017-2018

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

SUBMITTED TO



DATE SUBMITTED: JUNE 15, 2018

**POINT OF CONTACT: DARLENE BRANNIGAN SMITH, PH.D.
EXECUTIVE VICE PRESIDENT AND PROVOST**

Section I: Progress Report – Goal I

Section I - Table I: Reporting of Institutional Goal I

Goal I: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.

Table I

Timeline for meeting goal within the diversity plan: 2018-2023														
Campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative/strategy 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.	Retention and Graduation Rates: First-Time, Full-Time, Degree-Seeking Freshmen Entering in Fall Semester. Total Enrollment of Diverse Students	Retention and Graduation Rates											More intentional and focused tracking and assessment of initiatives. While the tracking of First-Time, Full-Time Students in our calculation, we do track diversity at all levels, given the entering cohort represents a small number of students (less than 250 students any given year) Total Enrollment diversity has remained stable from 2017.	
		Cohort Year	Year	2007	2008	2009	2010	2011	2012	2013	2014	2015		2016
		Retention Rates	2-Year	69%	82%	77%	78%	73%	67%	79%	71%	72%		68%
		Underrepresented				UG		GRAD		Law		Total		
		American Indian				0.6%		0.4%		0.3%		0.5%		
		Black				51%		49%		21%		46%		
		Hawaiian/Pacific Islander				0.6%		0.2%		0.0%		4%		
		Hispanic				4%		3%		6%		4%		
		Multi-racial				5%		3%		3%		4%		
Under-rep minority				61%		54%		30%		55%				
Make UB a veteran-friendly campus by promoting the academic benefits of Bob Parsons Veterans Center for military-connected students.	Establish military friendly environment by improving internal/external. Number of military-connected students at UB.	Shifted away from reliance on “Military Friendly” designation, due to Victory Media scandal. Improving Admissions and Registrations processes to ease transition of military-connected students. Success: 23 identified military-affiliated graduates in Fall 2017, 47 identified military-affiliated graduates in Spring 2018. Military-connected students at UB grew by 6.5% from 338 in Fall 2016 to 360 in Spring 2017.											Reinforcing Center usage as beneficial academically, socially and psychologically. Expanding recruiting efforts to local military bases to raise awareness of UB and the Bob Parsons Veterans Center	

Section I: Progress Report – Goal I

Campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
Expand outreach for city and regions growing Hispanic and Asian populations.	Expanded outreach for Hispanic Students. Partnered with Featherstone Foundation and Embassy of Mexico and increased scholarships by 4 at \$2,000 each.	Hispanic students 2.4 % in 2011. 3.9 % in 2017 and 4% in 2018 (slightly but not significantly down from 4.4 % in 2016 due to the relatively small numbers)	Expand outreach: increase in feeder community colleges: PGCC and MC as well as USG
Campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
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 72 students in Spring 18. By end of Fall 2017, the average semester GPA was 2.817; 67.7% of students ended the fall with a semester GPA of 2.5 or better, 60% had a GPA of 3.0 or higher. 87% of students return to UB after 1st semester in the BMALE Academy 85% of students return to UB after 2nd semester in the BMALE Academy 91% of students return to UB after 3rd semester in the BMALE Academy	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/sophomores develop academic skills.	Increase law school diversity.	Increased minority students from 16% in 2007 to 30% in 2018 (a small decline from 33% in 2016)	Assess retention rates of students in 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.	26 Fannie Angelos scholars are currently at UB. 8 selected for 2018 Baltimore Scholars Program.	Assess retention rates of students in the Baltimore Scholars Program.

Section I: Progress Report – Goal I

Campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
Expand dual enrollments for Baltimore City high school students through USM B-Power Initiative.	# of city students in College Readiness Academy in Fall 2017 # of city students registered for dual enrollments in spring 2018.	63 city students participated in the College Readiness Academy (84% completed/passed). 195 students registered for 3 credit dual enrollment course (up from 111 in 2017).	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.	Parent/Student info sessions for Baltimore Latin School Sister's Circle SAT prep workshops Sister's Circle College Send Off Urban Alliance Public Speaking Challenge Edgewood Elementary College and Career Readiness visit Mother Seton Academy alumni College Readiness visit Yleana Leadership Academy SAT workshop B-Power College Kick Off Next One Up info session Building STEPS health event Coppin Academy Parents and Students Celebration	Increase in freshmen enrollments from Baltimore City high schools.
Title IX sexual misconduct, online training for all students, staff, and faculty,	The number of students that complete the student online training module with assessment tools embedded. A state-mandated biennial sexual assault climate survey of all students.	Training of currently enrolled UB students is complete. Training is now focused solely on the incoming student population, and 100% of these students are required to take the training in order to register for classes, with minimal exceptions. For the Nov. 2017 (satisfying the March 2018 survey requirement), 5,565 students were invited to participate in the sexual assault climate survey with a response rate of 617 completed the surveys. 93% of staff and faculty completed the mandatory biennial training as	Continuous enforcement of training requirement through student registration hold and messaging. Analyze with special attention student survey demographic data to inform future activities, initiatives and outreach.

Section I: Progress Report – Goal I

Campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
	Staff and faculty completion of mandatory biennial training.	of 4/7/17 -- the end of the last training cycle. The next training cycle will begin in 2019.	
Examine faculty recruitment, selection and hire process to identify and confirm candidate pool diversity and representation throughout various selection milestones and ultimate hire decisions.	#/% of diverse candidate representation in all milestone categories. # diverse search committee members and hiring authorities.	5 years of trend data has been collected. Progress is dependent upon volume of faculty recruitment.	Design and deliver search committee training on managing bias. Observation of selection process.

Section I: Progress Report - Goal 2

Section I - Table 2: Reporting of Institutional Goal 2

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.

Table 2

Timeline for meeting goal within the diversity plan: 2018-2023			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: faculty and staff cultural training programs; curricular initiatives that promote cultural diversity in the classroom; and co-curricular programming for students.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
Second Chance Program: UB selected for in the U.S. Dept. of Ed. Second Chance Pell Grant Experimental Sites Initiative. Objective is to provide post-secondary education to incarcerated students prior to release, reducing likelihood of recidivism, and improving outcomes for educational and employment success. Classes 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 City of Baltimore employees received full scholarships. 4 of 5 are pursuing business degrees, 1 and 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 better align with JD program.

Section I: Progress Report - Goal 2

Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
This Fannie Angelos LSAT Prep Program is also outlined in Goal 1 as is addressed both Goals 1 and 2. This 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.	103 students have been admitted to law schools across the U.S. 56 students currently enrolled in law schools across the country: 26 at the University of Baltimore. 38 students have graduated from law schools across the U.S. 21 are members of the Maryland Bar.	Marital 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 clinical law project housed within the School of Law's 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 addressing root causes of truancy. Voluntary for students and families, consists of ten weekly in-school meetings per session	175 Students from 5 schools	171 students showed improvement in attendance	Refine training and support for program using evaluative materials.
LAW 570 BALTIMORE SCHOLARS PROGRAM 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.
The Hispanic Heritage Month celebration hosted by the Diversity and Culture Center and Latin Law Students Association (LALSA) included trivia games, dance, cultural food	Attendance data	35 participants	Increase involvement of other Latino/a student organizations.
The Diversity and Culture Center hosted several cultural outing trips to Washington, D.C. including The Civil War to Civil Right Museum and the National Museum of the American Indian	Attendance data	38 students participated in the event. Post event dialogue among participants.	Invite faculty to facilitate post program discussions.
The Diversity and Culture Center in collaboration MD Commission on Indian Affairs, held Native American	Attendance data	Approximately 95 people in attendance.	Increase involvement of cultural student

Section I: Progress Report - Goal 2

Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
Pow Wow, including dance performances, speakers, activities, and cuisine in celebration of Native American Heritage Month.			organizations and UB students.
UB Table Talks: Small Group Discussions. Topics: What does it mean to be an Immigrant? Protest and Patriotism and Talking about Whiteness.	Attendance data	43 students attended the three small group discussions.	Expand small group opportunities offered throughout the semester.
Diversity and Culture Center hosted the annual Holidays around the World which provided the UB community an opportunity to celebrate different customs, cultures, experiences and food. Countries that were featured this year included Saudi Arabia, Egypt, Ukraine, Portugal, Liberia, Guinea and Lebanon.	Attendance data	7 countries were represented, 107 students faculty, and staff attended the program.	Continue to offer this program, increase the number of student-hosted tables.
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 and attendance data.	Attendees demonstrated increased knowledge of LGBTQ+ issues and satisfaction with training; 18 students, faculty, and staff trained as allies.	Plan and implement a train-the trainer workshop to increase the number of trainers and trainings
The Diversity and Culture Center and Spotlight UB co-hosted the 10th annual African American Arts Festival. The AAAF is a 4-day festival in recognition of Black History Month open to UB students, faculty, and staff and surrounding community.	Attendance data	70 attendees.	Continue to offer this program, partner with campus departments and student organizations.
Co-sponsored by campus groups, Veteran civil rights activists Judy Richardson and Betty Garman Robinson shared their experiences as participants in the past and present fight for equality in the United States. Event included discussion reception and book signing	Attendance data	75 attendees	Continue to offer these type of programs and program collaborations.
UB Leadership and Workforce Training Program – develop mandatory training curriculum and offerings related to managing bias, increasing cultural competency; cross cultural communication, generational values differences, etc.	# of faculty, staff and leadership completing trainings	Conducted survey on cultural competence, identified cultural based challenges for future programming	Refine and add to training program.

Section I: Progress Report - Goal 2

Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
Poor People's Campaign Class offered as both Undergraduate (Government and Public Policy/History/Nonprofit Management and Community Leadership and Interdisciplinary Studies) and Graduate Course in Public Administration	Participation, learning outcomes	Thirty-six students met weekly with speakers on different aspects of the Poor People's Campaign	Course currently being offered.
Special Topics Course: CNCM 620 International Migration and Human Security	Achievement of learning outcomes	15 graduate students met weekly to explore topics of migration and human security (i.e. food security etc.)	Will determine if course is to be offered again and adjustments to be made.
Baltimore Standing Together (Schaefer Center)	Attendance,	3 forums offered with WJZ TV regarding crime, education and addiction	Town Halls currently in progress
Lived Experiences: Unaccompanied Children in MD and VA (offered in conjunction with Lutheran Immigration Services)	Attendance	Presentation of research	Better collection of attendance data
Dean's Speaker Series: Street Crime and the Media: The Wire, Narrative Complexity and the Rhizomatic City	Attendance	Discussion of street crime	Better collection of attendance data
Dean's Speaker Series: Poor Participation: Fighting the Wars on Poverty and Impoverished Citizenship	Attendance	Discussion of origins of poverty and impacts on different segments of the population	Better collection of attendance data
Community Engagement Fellows	Satisfaction of students and sponsoring agencies	Placement of students in different community organizations to assist in solving community issues and problems	Development of sustainability for the program.
Merrick School of Business Global Field Studies/Study Abroad – Ghana (Jan 2017); Greece (Summer 2017); Thailand (Mar 2017/Jan 2018), France (Mar 2018), Japan (May 2018) Berlin International Summer School Exchange Program (Summer 2017/2018).	Participation, case studies and learning outcomes. Collaboration with partner schools.	MSB students in Ghana, Greece and France worked with partners to address real business challenges.	Continue to expand collaboration with partner schools, focus on solving business challenges in a global context

Section I: Progress Report - Goal 2

Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
The addition of Graduation Requirement in Global Awareness and Diverse Perspectives	Required for graduation	Graduation requirement (GR)	Outcomes will be assessed in GR five-year cycle
Trip to the National Museum of African American History and Culture in Washington, DC.	Attendance data	27 students participated. Post event dialogue among participants	Host a formal debrief to discuss their experiences
Faculty attended 4 th Annual Culturally Responsive Teaching Conference on April 19 and 30, 2018 and will provide follow up for faculty orientation and programming through CELTT.	Culturally responsive pedagogy in key courses.	Data will be extracted from course and program assessment.	Large-scale event to train all faculty January 2019.
Developed extensive curricula on cultural diversity in CMAT 201 and CMAT 303.	Evaluation with student learning outcomes.	Data will be extracted from program assessment.	Newly implemented (data not yet available).
Provided mentoring in support of student diversity organizations.	Number of faculty participants.	Will be obtained from faculty self-reporting.	Development of feedback loop to assess effectiveness.
The Division of Applied Behavioral Sciences updated 26 courses to reflect emphasis on multicultural and social justice advocacy	Evaluation with student learning outcomes.	Data will be extracted from program assessment.	Newly implemented (data not yet available).
Partnered with Morgan State PEARL Laboratory to promote experiential education opportunities for minorities in STEM.	Number of student presentations based on the project.	Research reports.	Working on outreach to potential participants.
Provided faculty support for CPA's course Poor People's Campaign- 50 Years Later.	Evaluation with student learning outcomes.	Course assessment data.	Development of protocols for continued collaboration.
Series Voices of Color in Games, bringing developer and designers to campus to speak on issues of diversity and games.	Participation numbers.	Attendance data.	Developing plans for sustaining the program.
Work in the College of Arts and Sciences User Research Lab to support voting in low-literacy populations.	Academic publications and technical reports.	Academic publications and technical reports.	Pursuing avenues for continued research funding.

Section I: Progress Report - Goal 2

Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
Program in the College of Arts and Sciences GameLab targeted towards students of color to promote professional skills.	Participation numbers.	Course evaluation and job placement rates.	Continued financial support for recruitment of students.
Research on digital perseveration of cultural heritage sites and artifacts in Southern Asia.	External grants obtained.	External grants obtained.	Improvements of GameLab equipment/ infrastructure.
The M.S. in Applied Psychology program continues to support 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.
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. Use data to improve programming
Hoffberger Center events covering a variety of topics related to cultural diversity and LGBTQ issues, such as Muslim Marine- Sharia Law vs. U.S. Constitution and Coming Together by Listening to Each Other, LGBTQ+Speak Out	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.
The College of Arts and Sciences hosts a variety of faculty sponsored and hosted readings, presentations and musical performances.	Attendance data and event evaluation.	Attendance data.	Increase collaboration. Better collection of attendance/ evaluation data.
Class trips to: National Museum of African American History and Culture; Baltimore's Immigration Museum; MD Commission on Civil rights; Reginal Lewis Museum; American Visionary Arts Museum; Walters Art Gallery	Evaluated with SLOs for each course.	All trips were fully subscribed; experiences were integrated by students into their classroom experience.	Better collection of attendance/evaluation and use results to revise.

Section I: Progress Report - Goal 3

Goal 3: Process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery.

The process for reporting hate crimes is directly through the University of Baltimore Police Department (UBPD). The UB student code does not address hate crimes, nor does any university policy. Anything that would be reported would go through UBPD specifically. That said, none of our conduct cases involved anything that could be considered hate related. No Campus-based hate crime and bias motivated incidents were reported in AY2017-2018.

Section II: Institutional Plan

The University of Baltimore's Institutional Plan for a Program of Cultural Diversity was recently developed to align with UB's new strategic plan. A diverse group of faculty, staff and students, developed this plan with multiple opportunities for feedback from the campus community. Also, this plan was developed using results of the 2016-17 campus climate survey and multiple other surveys pertaining to diversity and inclusion on our campus.

Our nine page plan includes the guiding principles for its development, profiles the diversity of the UB community, and articulates 5 goals focused on developing a more welcoming and inclusive campus community, increasing the diversity of faculty, maintaining and advancing the diversity of our staff, developing more culturally relevant programming, working with our alumni and community partners to help ensure that our students are prepared to live and lead in a diverse, multicultural global environment and the process for reporting hate crimes.

The University of Baltimore's plan for a program of cultural diversity that enhances cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff is included in the Appendix.

Section III: Demographic Data

The demographic data is provided in separate student (Table 3), faculty (Table 4), and staff (Table 5) demographic data and attached in the appendix.

Appendix - Institutional Plan

THE UNIVERSITY OF BALTIMORE

BUILDING ON A STRONG FOUNDATION: A STRATEGY FOR ENHANCING UB'S LEADERSHIP IN DIVERSITY AND INCLUSION FY 2019 – FY 2013

BACKGROUND and ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PRIORITIES

Students, faculty and staff live and work in a world that is global, connected, and diverse. As such, our individual and collective responsibility is to foster understanding and acceptance of differences in race, ethnicity, culture, religion, preference, and ability. It is for this reason that the University of Baltimore's strategic plan, Re-Imagining UB: 2018-2023, has solidified its commitment to diversity, equity, and inclusion. The sixth goal of the plan states:

"UB fosters a diverse community of students, faculty, and staff. The experiences, perspectives, and contributions of all individuals are valued and deemed critical to intellectual growth. We will continue our commitment to supporting diverse ideas, experiences, and perspectives that strengthen professional, intellectual, and cultural agility."

Integral to this goal is an insistence on academic rigor, accountability, and assessment coupled with an unwavering commitment to serve students from all backgrounds supported by a highly diverse and qualified faculty and staff. A campus community rich in intellectual, cultural, and ethnic diversity promotes the exchange of ideas and knowledge, provides a profound learning experience for students, creates a better teaching and scholarly experience for faculty, leads to a more productive and supportive working experience for staff, and strengthens community engagement and outreach.

Diversity is defined at UB in its fullest scope, embracing not only racial and ethnic groups and individuals who are or have been underrepresented in higher education, but also including religious affiliation, sexual orientation and gender identity, disability, foreign nationality, economic status, non-traditional student status, and other important characteristics. Inclusion describes the active, intentional, and ongoing engagement with diversity – in people, in the curriculum, in the co-curriculum, and in communities (e.g. intellectual, social, cultural, geographic) with which individuals might connect.

Creating a culture that is free from discrimination, appreciative of new ideas and capabilities, and is attentive to the need to deliver innovative, targeted and, as appropriate, corrective approaches to learning, teaching, research, and support services is central to UB's mission and success. Equally important is the preparation of our students to become resilient in leading and managing a diverse and changing workplace and society.

This diversity plan, therefore, seeks to develop a strategic framework to identify and address practices and policies that are barriers to diversity, equity, and inclusion, particularly in the integral areas of student success and a diversified employee talent pool. In order to foster diversity and create inclusive excellence, the University embraces the following principles:

1. A shared understanding of a comprehensive, innovative, integrated approach to inclusivity in all aspects of university operations and a culture of shared responsibility, making all members of

Appendix - Institutional Plan

the university community integral to fostering the achievement of a diverse, equitable, supportive, and inclusive community.

2. A campus climate that acknowledges, welcomes, supports, and celebrates diversity, equity and inclusion among students, faculty and staff.
3. Recognizing that we are part of a global community, a commitment to strengthen and support programs and activities that promote cross-cultural understanding and global perspectives.
4. Diversifying the University's workforce through the development and implementation of a strategy for the recruitment, retention, and advancement of underrepresented and culturally competent faculty and staff.
5. The infusion of diversity-content in the academic curriculum and co-curricular programs.

THE UNIVERSITY'S DIVERSITY PROFILE

There has been significant racial and ethnic diversification in UB's student body over the last ten years. The number of undergraduate students who identify as one of the racial and ethnic groups that we count as underrepresented has increased from 63% to 68%, with African-American students now representing 48% of the undergraduate student body. Hiring and maintaining a diverse workforce remains one of the most difficult diversity-related challenges at the University, particularly in regard to tenure and tenure-track faculty, only 24% are from underrepresented minorities. The staff's racial and ethnic distribution largely reflects that of the State of Maryland. The racial and ethnic profile of our students, faculty, and staff is provided below.

A. Student Demographics

Enrollment at the University of Baltimore is the most diverse of Maryland's public 4-year universities, as measured by the Campus Diversity Index¹, attracting an exceptionally diverse student body relative to race and socio-economic circumstances. UB serves the working-age population of Baltimore and Maryland (average age for undergraduate students is 27; graduate, 32; and law 28) with a majority of students (90%) living in Maryland. Female students represent the majority of students; 58% at the undergraduate level and 60% at the graduate level. The majority of students are Pell-eligible.

There has been a remarkable increase in the percentage of undergraduate African American students from almost 35% in 2008 to 48% in 2017. The percentage of Hispanic students remains small at less than four percent. Additionally, the percentage of students identifying as two or more races has increased to 4.6% in 2017, making it nearly as prevalent as the Hispanic (3.9%) and Asian (4.6%) populations.

The growth in the percentage of African American students at the graduate level, while not as steep as the undergraduate level, still recorded remarkable gains from almost 22% in 2008 to approximately 39% in 2017, a 17% point gain. Tables 1A and 1B profile the racial and ethnic diversity of UB's undergraduate and graduate student population over the last ten years, respectively.

¹ UB's Diversity Index is 49.6% in Fall 2016. A score of 50% shows an equal balance among the racial groups; a score of 0% shows only a single racial group. Scores in Maryland public 4-year universities range from 5.2% to 49.6%.

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Table 1A: Student Race and Ethnicity Report	Undergraduate %			
	Fall '08	Fall '12	Fall '16	Fall '17
African-American/Black	34.7%	46.3%	48.5%	48.0%
American Indian or Alaskan Native	0.5%	0.4%	0.4%	0.5%
Asian	4.4%	4.3%	4.7%	4.6%
Hispanic/Latino	2.6%	4.5%	4.4%	3.9%
White	37.1%	37.3%	33.2%	32.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.3%	0.5%
Two or More races	0.0%	2.4%	4.1%	4.6%
Did not Self identify	20.7%	4.5%	4.3%	5.8%
Total	100.0%	100.0%	100.0%	100.0%

Table 1B: Student Race and Ethnicity Report	Graduate %			
	Fall '08	Fall '12	Fall '16	Fall '17
African-American/Black	21.9%	28.2%	37.4%	38.8%
American Indian or Alaskan Native	0.3%	0.3%	0.2%	0.3%
Asian	5.5%	4.3%	4.8%	4.6%
Hispanic/Latino	2.2%	4.5%	3.5%	3.2%
White	47.2%	53.9%	45.6%	45.0%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.0%	0.1%
Two or More races	0.0%	2.0%	3.1%	2.6%
Did not Self identify	23.0%	6.7%	5.4%	5.3%
Total	100.0%	100.0%	100.0%	100.0%

B. Staff Demographics

The employment of African-American staff over the last 10 years has decreased slightly from 39.1% in 2008 to 36.5% in 2017. The staff racial and ethnic distribution largely reflects that of the State of Maryland. At 63%, female employees continue to fill the majority of staff roles.

Table 2: Staff Race and Ethnicity	Staff %			
	Fall '08	Fall '12	Fall '16	Fall '17
African-American/Black	39.1%	34.8%	38.9%	36.5%
Asian	2.5%	3.2%	4.1%	3.7%
Hispanic/Latino	1.4%	2.1%	1.8%	1.8%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.0%	0.0%
Two or More races	0.0%	0.5%	2.0%	1.4%
White	56.7%	57.1%	50.1%	52.5%
Did not Self identify	0.2%	2.1%	3.1%	4.1%
Total	100.0%	100.0%	100.0%	100.0%

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Faculty Demographics

Underrepresented minority groups represent 58 percent of UB's undergraduate and graduate student populations. As such, UB must do a better job of preparing and hiring more persons from these groups for faculty positions in order to provide diverse role models for our students. More compelling, however, is the argument that all students are better educated and better prepared for leadership, citizenship, and professional competitiveness when they are exposed to diverse perspectives in their classrooms.

National data indicate that only 12% of the full-time faculty in U.S. degree granting universities are from underrepresented minorities (Digest of Educational Statistics, 2017). While the percent of underrepresented faculty at UB exceeds the national average, it is evident that more work needs to be done to more closely align the diversity of faculty to that of our students.

Table 3A shows that less than 24% of tenured/tenure track (T/TT) faculty are from underrepresented groups. This percentage differs significantly across the academic divisions with minority faculty representing 54% of MSB faculty, 23% of CPA faculty, 16% of law faculty, 10% of CAS faculty, and 9% of Langsdale Librarians. African-Americans represent 8.4% of the T/TT faculty at UB, though this percentage varies across the university; 14% in CPA, 12% in law school, 8% in MSB, 5% in CAS and 1% in Langsdale Library. Table 3B, however, shows that the percentage of underrepresented faculty with other tenured status (i.e., adjunct, lecturers) saw a significant increase from 16.0% in 2008 to 35.8% in 2017. Continued diversification of our full-time and part-time faculty is an important goal moving forward.

The faculty distribution by gender for the tenure/tenure track faculty has recorded significant changes. The percentage of female faculty increased from 36% in 2008 to 45% in 2017.

Table 3A: Faculty Race and Ethnicity	Tenured/Tenured Track #			
	Fall '08	Fall '12	Fall '16	Fall '17
African-American/Black	8.5%	9.6%	8.2%	8.4%
Asian	9.2%	6.6%	9.4%	9.0%
Hispanic/Latino	2.8%	3.0%	2.5%	3.2%
White	79.6%	77.8%	79.2%	76.1%
Did not Self identify	0.0%	3.0%	0.6%	3.2%
Total	100.0%	100.0%	100.0%	100.0%

Table 3B: Faculty Race and Ethnicity	Other Tenured Status			
	Fall '08	Fall '12	Fall '16	Fall '17
African-American/Black	11.8%	12.3%	19.8%	19.0%
Asian	3.4%	5.5%	2.8%	4.9%
Hispanic/Latino	0.8%	1.3%	2.0%	3.0%
Two or More races	0.0%	0.0%	1.6%	1.5%
White	84.0%	80.1%	69.4%	64.2%
Did not Self identify	0.0%	0.8%	4.4%	7.5%
Total	100.0%	100.0%	100.0%	100.0%

Appendix - Institutional Plan

UNIVERSITY DIVERSITY GOALS AND STRATEGIES

Although the University can point to numerous diversity and inclusion indicators of success, its goal is to be an innovative diversity leader within the University System of Maryland. To support this objective, five goals have been established. The first is to intentionally create a University that is respectful of differences and inclusive of all people. The second commits the University to strengthening faculty diversity, given the disparity between the profile of students and tenure/tenure-track faculty. Ensuring that UB's staff profile continues to reflect the diversity of Maryland's demographics is the cornerstone of the third goal. The fourth goal focuses on improving inclusivity by incorporating diversity and inclusion in significant ways in teaching, learning, and research and support services. The final goal builds on UB's legacy of community engagement by building upon existing partnerships with community and alumni to enhance the University's commitment to and work with diverse populations.

Implementation of the plan will begin AY 2018-19, continuing through AY 2022-23. Senior leadership, in collaboration with the campus community, will establish annual priorities from this plan.

Goal 1: Intentionally foster and sustain a welcoming campus environment based on the principles of equity and inclusion to create an environment that is respectful of differences and promotes the safety and security of all people.

Strategy 1: Build and maintain an infrastructure that supports and promotes inclusion

- Assign the Director of the Diversity and Culture Center and the University Culture and Diversity Committee with the responsibility to sustain diversity and inclusion initiatives and support the implementation and monitoring of the diversity and inclusion plan.
- Analyze USM Data Journal and Maryland demographic data annually to assess achievement of goals to diversify faculty and staff, and develop metrics and trend data to monitor progress.
- Enhance the physical and technological infrastructure to provide accessibility for all members.
- Update existing, and create new, university procedures and policies to better meet the needs of students, faculty and staff in underrepresented groups that are not well-served by current systems.
- Develop a healthier, collegial working environment through better communication of and training in system, university and college-level policies; ensure mandatory training for all supervisors and academic leaders (e.g., deans, chairs, directors).
- Identify Ombudsperson(s) to serve as an impartial intermediary to mediate disputes and investigate and address complaints.

Strategy 2: Develop quantitative and qualitative metrics to better understand the state of diversity and inclusion at UB.

- Assess UB with regard to the [Multicultural Organization Development Model](#)² and identify areas of deficiencies.
- Design and conduct periodic campus-wide climate surveys (faculty, staff and students) to frame and direct future action on diversity and inclusion.

² Jackson, B.W. (2006). Theory and practice of multicultural organizational development. In Jones, B.B. & Brazzel, M. (Eds.), *The NTL Handbook of Organizational Development and Change* (pp. 139-154). San Francisco, CA, Pfeiffer.

Appendix - Institutional Plan

Strategy 3: Initiate cultural competence training for UB faculty, staff, and students. Cultural competence is a set of congruent behaviors, attitudes, and policies that enable one to function effectively across cultural difference while being respectful and responsive to the beliefs of diverse population groups.

- Include training in onboarding processes and/or orientation of new faculty, staff, and student employees.
- Offer training through Human Resource Training and Development Program or CELTT for existing faculty and staff on topics ranging from recognizing and reducing implicit bias in the application review process to best practices for inclusive interviewing and mentoring.
- Offer training via New Student Orientation of new students and via Student Affairs activities and programming for existing students.
- Train UB management and supervisory personnel in best practices that promote diversity and inclusiveness across all functions.
- Include training on the process for reporting hate crime and UB's response protocol in the onboarding of new faculty and staff, and the orientation for all new students.
- Incorporate informal and formal diversity, equity, and inclusion goals into Performance Management Process (PMP) and provide feedback regarding individual and unit-level diversity efforts and struggles.

Strategy 4: Address gains, opportunities, and challenges of becoming a diverse campus by providing "Our UB Students" data and information. Information will provide a narrative beyond demographic data to enhance knowledge of UB students' unique backgrounds, histories and lived experiences.

- Include student data and information in recruitment profiles and interview documents.
- Provide student data and information during New Faculty and Staff Orientation.
- Offer student data and information through Human Resource Training and Development Program.
- Offer student data and information as a part of CELTT professional development series.
- Offer student data and information through Student Affairs activities and trainings.

Strategy 5: Promote a more inclusive and welcoming environment.

- Add 'Preferred' name to class and grade roster through the revision of the formal "Name Change" form.
- Create online resource for transitioning individuals and their allies.
- Conduct physical inventory to create, identify and promote gender-neutral restrooms, private rooms for lactating mothers, space for meditation/prayer, etc.
- Foster an atmosphere of linguistic inclusion that empowers multilingual students to speak and write without ridicule and supports them as they attempt to expand their language acquisition.
- Find sustainable ways to support parents as they strive to advance their education.

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Goal 2: Recruit, employ, and retain a diverse faculty
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Strategy 1: Expand outreach to build applicant pool

- Hold an adjunct Job Fair to promote teaching opportunities.
- In conjunction with the USM PROMISE initiative, host an Annual Preparing Future Faculty Institute for underrepresented doctoral students and postdoctoral students from USM institutions who wish to pursue careers in the professoriate.
- Attend fairs and conferences frequented by underrepresented faculty candidates (e.g., Compact for Faculty Diversity, the Leadership Alliance).
- Develop a collegial mentoring initiative for adjuncts of underrepresented background in effort to transition some into full-time positions at the university or elsewhere.
- Create courses and programs that support scholarship in diverse areas, such as Women and Gender Studies, African American Studies, Critical Race Theory, etc.

Strategy 2: Develop focused recruitment plans to increase the percentage of faculty from underrepresented groups by 35 percent within five years.

- In conjunction with faculty leadership, engage faculty in authentic discussions around diversity and inclusion to identify priorities and opportunities for building a more inclusive culture.
- Developing a clear and consistent message to administration, faculty, and staff that having a diverse workforce is an institutional priority; therefore each division will develop a plan to increase diversity approved by the Dean and Provost.
- Use strategic advertisement and identify outlets to maximize diversity in candidate pools and provide needed resources for expanded targeted recruitment (e.g., Diverse Issues in Higher Education, Hispanic Outlook).
- Enhance training for search committees, including mandatory diversity recruitment training and implicit bias training and, when appropriate, include student representation on search committees.
- Develop and include diversity statement and definition in job descriptions.
- Require applicants to submit a brief statement reflecting their commitment to diversity and inclusiveness.
- Create shared evaluation criteria for application review, interviews, and campus visits.

Strategy 3: Improve transition of underrepresented faculty to foster a smooth and welcoming entry into the University and campus community.

- Pair a new hire with early mentoring before arrival to campus; assign mentor immediately after hire.
- Develop an 'on-boarding program' to facilitate sense of belonging and community by helping new hire build connections in community (e.g., housing support, childcare resources, locate potential religious community).
- Reframe New Faculty Orientation and include quarterly meetings.

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Strategy 3: Develop a faculty retention and advancement plan for women and underrepresented groups

- Educate chairs, program directors, and faculty mentors to ensure support for female and other underrepresented faculty groups.
- Secure funding for Welcome Fellowship Grants: A competitive fellowship program for new tenure-track faculty from underrepresented groups. Each award provides \$10,000 to support the faculty member's research and scholarship over their first three years as an Assistant Professor.
- Secure funding to attract visiting scholars from underrepresented groups.
- Offer targeted professional development workshops, which focus on issues of interest to underrepresented faculty.
- Develop a leadership training program for recently tenured and promoted faculty to support their advancement in their professions and in the academy.
- Develop a University Faculty Award that recognizes faculty engagement in research, creative expression and/or service to promote diversity, equity, justice, and inclusion.

Goal 3: Recruit and retain a diverse workforce and ensure that UB's staff profile reflects the diversity of Maryland's demographics.

Strategy 1: Develop a staff diversity recruitment and retention plan

- Developing a clear and consistent message to administration, faculty, and staff that having a diverse workforce an institutional priority, therefore each division will develop a plan to increase diversity.
- Enhance training for search committees, including mandatory diversity recruitment training and implicit bias training.
- Include diversity statement and definition in job descriptions.
- Enhance recruitment plans to expand the number of qualified minorities in applicant pools.

Strategy 2: Develop a retention and advancement plan for underrepresented groups

- Find and create opportunities for career advancement and professional development of women and members of underrepresented groups, such as succession planning, job shadowing, interim appointments, and mentoring.
- Offer enhanced coaching and advice regarding career opportunities, planning and development.
- Develop a University Staff Award that recognizes staff efforts to promote diversity, equity, and inclusion.
- Support the professional development of staff at a level of parity with faculty development.

Goal 4: Prepare our students to lead and manage in a diverse and changing society by incorporating diversity and inclusion in significant ways in teaching, learning, and research

Strategy 1: Support continued development of curriculum and service that address issues of structural diversity, equity, and inclusion.

- Recognize diversity and inclusion contributions in annual performance evaluations for all.

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- CELTT will sponsor a series on culturally responsive and inclusive teaching and employment of relevant pedagogy.
- Evaluate other mechanisms to promote diversity (e.g., Diversity and Inclusion Certificate, online resources to share successful inclusive teaching strategies; “Difficult Dialogues” series).
- Support the development of courses that meet the diversity and global perspectives requirement.
- Develop applied research opportunities in collaboration with university partners to provide meaningful undergraduate and graduate research opportunities based upon diverse communities.

Strategy 2: Build on co-curricular programming that engages campus community members in the challenges and rewards of valuing diversity.

- Support capacity building and high-quality training for professionals who work in student services.
- Strengthen and expand student leadership training related to diversity, equity, and inclusion; and explore the development of a USM badge.
- Redesign the current student organization training to include a diversity and inclusion module that will address diversity from a broad perspective.

Strategy 3: Monitor and continue to invest in closing the achievement gap and increasing the retention and graduation rates of underrepresented groups in undergraduate, graduate, and professional degree programs. (Note: See Student Success Plan for details)

Goal 5: Build upon existing partnerships and create new partnerships that enhance the University’s commitment to and work with diverse populations

Strategy 1: Work to develop opportunities for alumni to contribute in multiple ways to increase access, cultivate a culture of inclusive learning, support systemic transformation, and strengthen relationships with alumni from underrepresented groups.

- Acknowledge and affirm the diversity of experiences among UB alumni, including injustices in need of reconciliation.
- Implement inclusive customer service training for all staff members to equip them with tools to support prospective students and community members from all identities and backgrounds.
- Build institutional identity among underrepresented students as future UB alumni and support and strengthen mentorship opportunities for alumni and students.
- Develop active affinity groups and cultivate alumni financial giving culture that enhances diversity efforts.

Strategy 2: Enhance partnerships with local organizations to provide information and community resource materials to new faculty, administrators, and staff that may address the needs of potential employers (e.g., employment opportunities for spouse/partners, housing, religious affiliation, and social integration in the region).

Strategy 3: Build B-Power initiative to intentionally provide greater access to higher education to students from underrepresented groups.

Appendix - Demographic Data

Section III: Demographic Data

	TABLE 3: Comparison Table for Undergraduate Students															
	Baseline: 2008-2009				2010-2011				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	918	34.7%	292	626	1,350	42.3%	449	901	1,539	48.5%	538	1,001	1,389	48.0%	473	916
American Indian or Alaskan Native	13	0.5%	8	5	19	0.6%	11	8	13	0.4%	7	6	15	0.5%	9	6
Asian	116	4.4%	59	57	145	4.5%	86	59	150	4.7%	67	83	133	4.6%	53	80
Hispanic/Latino	70	2.6%	27	43	95	3.0%	40	55	141	4.4%	67	74	113	3.9%	61	52
White	982	37.1%	487	495	1,154	36.2%	628	526	1,053	33.2%	544	509	930	32.1%	473	457
Native Hawaiian or Pacific Islander	-		-	-	4	0.1%	4	-	9	0.3%	2	7	15	0.5%	6	9
Two or More races	-		-	-	38	1.2%	11	27	130	4.1%	54	76	132	4.6%	67	65
Did not Self identify	547	20.7%	247	300	384	12.0%	161	223	135	4.3%	61	74	168	5.8%	71	97
Total	2,646	100.0%	1,120	1,526	3,189	100.0%	1,390	1,799	3,170	100.0%	1,340	1,830	2,895	100.0%	1,213	1,682

	TABLE 3: ComparisonTable for Graduate Students															
	Baseline: 2008-2009				2010-2011				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	649	21.9%	175	474	744	23.7%	223	521	974	37.4%	282	692	976	38.8%	295	681
American Indian or Alaskan Native	8	0.3%	1	7	7	0.2%	4	3	5	0.2%	3	2	8	0.3%	4	4
Asian	162	5.5%	76	86	149	4.7%	63	86	126	4.8%	62	64	116	4.6%	54	62
Hispanic/Latino	66	2.2%	24	42	85	2.7%	37	48	90	3.5%	32	58	80	3.2%	39	41
White	1,400	47.2%	670	730	1,654	52.7%	794	860	1,188	45.6%	558	630	1,131	45.0%	505	626
Native Hawaiian or Pacific Islander	-		-	-	4	0.1%	1	3	1	0.0%	1		3	0.1%	2	1
Two or More races	-		-	-	33	1.1%	9	24	80	3.1%	29	51	66	2.6%	24	42
Did not Self identify	682	23.0%	303	379	462	14.7%	215	247	141	5.4%	65	76	134	5.3%	49	85
Total	2,967	100.0%	1,249	1,718	3,138	100.0%	1,346	1,792	2,605	100.0%	1,032	1,573	2,514	100.0%	972	1,542

Appendix - Demographic Data

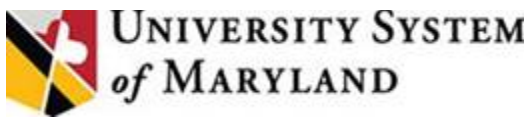
	TABLE 4: <i>Comparison</i> Table for Tenured/Tenured Track															
	Baseline: 2008-2009				2010-2011				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	12	8.5%	8	4	12	8.3%	7	5	13	8.2%	5	8	13	8.4%	5	8
American Indian or Alaskan Native	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0		0.0%		
Asian	13	9.2%	9	4	9	6.2%	5	4	15	9.4%	7	8	14	9.0%	7	7
Hispanic/Latino	4	2.8%	1	3	4	2.8%	1	3	4	2.5%	1	3	5	3.2%	1	4
White	113	79.6%	73	40	114	78.6%	69	45	126	79.2%	78	48	118	76.1%	70	48
Native Hawaiian or 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	0	0	0.0%	0	0	0	0.0%	0	0		0.0%		
Did not Self identify	0	0.0%	0	0	6	4.1%	5	1	1	0.6%	1	0	5	3.2%	3	2
Total	142	100.0%	91	51	145	100.0%	87	58	159	100.0%	92	67	155	100.0%	86	69

	TABLE 4: <i>Comparison</i> Table for Other Tenured Status															
	Baseline: 2008-2009				2010-2011				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	28	11.8%	16	12	33	12.7%	19	14	50	19.8%	25	25	51	19.0%	26	25
American Indian or Alaskan Native	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Asian	8	3.4%	4	4	9	3.5%	4	5	7	2.8%	4	3	13	4.9%	8	5
Hispanic/Latino	2	0.8%	1	1	1	0.4%	1	0	5	2.0%	4	1	8	3.0%	5	3
White	199	84.0%	124	75	207	79.9%	121	86	175	69.4%	113	62	172	64.2%	101	71
Native Hawaiian or Pacific Islander	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Two or More races	0	0.0%	0	0	0	0.0%	0	0	4	1.6%	3	1	4	1.5%	3	1
Did not Self identify	0	0.0%	0	0	9	3.5%	6	3	11	4.4%	5	6	20	7.5%	14	6
Total	237	100.0%	145	92	259	100.0%	151	108	252	100.0%	154	98	268	100.0%	157	111

Appendix - Demographic Data

	Table 5: <i>Comparsion</i> Table for Staff															
	Baseline: 2008-2009				2010-2011				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	231	39.1%	65	166	228	37.1%	59	169	199	38.9%	62	137	186	36.5%	54	132
American Indian or Alaskan Native	1	0.2%	1	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Asian	15	2.5%	8	7	17	2.8%	9	8	21	4.1%	12	9	19	3.7%	11	8
Hispanic/Latino	8	1.4%	3	5	9	1.5%	4	5	9	1.8%	6	3	9	1.8%	6	3
White	335	56.7%	144	191	340	55.3%	150	190	256	50.1%	105	151	267	52.5%	107	160
Native Hawaiian or Pacific Islander	0	0.0%	0	1	1	0.2%	0	1	0	0.0%	0	0	0	0.0%	0	0
Two or More races	0	0.0%	0	0	2	0.3%	1	1	10	2.0%	6	4	7	1.4%	5	2
Did not Self identify	1	0.2%	0	0	18	2.9%	9	9	16	3.1%	7	9	21	4.1%	6	15
Total	591	100.0%	221	370	615	100.0%	232	383	511	100.0%	198	313	509	100.0%	189	320

**UNIVERSITY OF MARYLAND,
BALTIMORE**



2017-2018

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

Institution: University of Maryland, Baltimore Date Submitted: June 29, 2018

Point(s) of Contact (names and email addresses): Gregory C. Spengler (gspengler@umaryland.edu) or Dr. Roger J. Ward (rward@umaryland.edu)

Section I: Progress Report: §11-406 of the Education Article states that each public institution of higher education in the State shall submit a progress report regarding the institution's implementation of a plan for a program of cultural diversity. Progress on the following institutional goals should be reported:

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.

Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery.

Section I - Table 1: Reporting of Institutional Goal 1

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.			
Timeline for meeting goal within the diversity plan: <u>varies; items include ongoing and new initiatives</u>			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. HBCUs must provide information on efforts designed to diversify campus by attracting students, administrative staff, and faculty who do not identify as African American.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
Enhance services delivered to international students and scholars by August 2020 through reengineering the business process for recruitment and retention of international employees	<ul style="list-style-type: none">• Full implementation of electronic visa request processes through OIS case management solution (Sunapsis)• Design, develop and deliver training to HR/Payroll representatives in UMB	<ul style="list-style-type: none">• OIS developed electronic visa request forms (eforms) during the 2017-2018 academic year. HR/Payroll representatives for UMB schools, departments and divisions have participated in training in order to use the	<ul style="list-style-type: none">• Continuously monitor the new eform process to ensure continued success.• Work with academic administration and Central HR/Payroll to

	<p>schools, departments and divisions that comprehensively describes the cycle related to the appointment, immigration sponsorship and payroll/tax issues with international scholars.</p> <ul style="list-style-type: none"> • Collaborate with HRS to identify and address areas where onboarding can be improved for international employees. 	<p>new eform processes. Paper-based visa requests will no longer be accepted effective 7/1/18.</p>	<p>address the other two items.</p>
<p>School of Dentistry participated in annual presentation to the Meyerhoff Scholars at UMBC (School of Dentistry).</p>	<ul style="list-style-type: none"> • Number of program applicants as a result of the program • Amount of current underrepresented minorities in SOD in comparison to other dental programs 	<ul style="list-style-type: none"> • UMB is outpacing other dental programs by 5% 	<p>Tracking program participants to learn where they ultimately enroll for school</p>
<p>Student National Dental Association (SNDA) hosted Impressions Day – an annual event that exposes college students from targeted populations (underrepresented backgrounds and non-traditional students) to the field of dentistry (School of Dentistry).</p>	<ul style="list-style-type: none"> • Number of participants • Number of program applicants as a result of the program • Amount of current underrepresented minorities in SOD in comparison to other dental programs 	<ul style="list-style-type: none"> • 75 – 100 participants • UMB is outpacing other dental programs by 5% 	<p>Tracking program participants to learn where they ultimately enroll for school</p>
<p>Attended the annual Increasing Diversity in Dentistry (IDIN) Fair at Morehouse College. This was the first year attending and information was presented to 3rd and 4th year college students, post-baccalaureate students, and students currently enrolled in MS programs (School of Dentistry).</p>	<ul style="list-style-type: none"> • Number of program applicants as a result of the program • Amount of current underrepresented minorities in SOD in comparison to other dental programs 	<ul style="list-style-type: none"> • UMB is outpacing other dental programs by 5% 	<p>Tracking program participants to learn where they ultimately enroll for school</p>
<p>The SNDA, in conjunction with the PreDental Society at UMBC, participated in the Generation</p>	<ul style="list-style-type: none"> • Number of program applicants as a result of the program 	<ul style="list-style-type: none"> • No data to report at this time 	<p>Tracking program participants to learn where</p>

NexT mentoring program at Vivien T. Thomas Academy (School of Dentistry).			they ultimately enroll for school
SNDA and UMBC hosted the Upward Bound Mini Impressions Day and presented on real health topics to high school students (School of Dentistry).	<ul style="list-style-type: none"> Number of program applicants as a result of the program 	<ul style="list-style-type: none"> Impact will remain unknown for 4 – 8 years 	Determine a means for offering academic mentoring through high school and college
SNDA partnered with a Girl Scout troop in Baltimore City to provide an oral hygiene presentation (School of Dentistry).	<ul style="list-style-type: none"> Number of program applicants as a result of the program 	<ul style="list-style-type: none"> Impact will remain unknown for 4 – 8 years 	Determine a means for offering academic mentoring through high school and college
Sponsored a group of middle school students involved in UMB summer camp to expose them to dentistry through oral hygiene information and dental materials projects which included hand impressions with a dental alginate material (School of Dentistry).	<ul style="list-style-type: none"> Number of program applicants as a result of the program 	<ul style="list-style-type: none"> Impact will remain unknown for 4 – 8 years 	Determine a means for offering academic mentoring through high school and college
Invited a speaker to campus to address the issue of implicit bias and how it relates to hiring practices (School of Pharmacy).	<ul style="list-style-type: none"> Increase in representation among various underrepresented groups 	<ul style="list-style-type: none"> Data are not currently available 	Need additional administrative support to continue data management and analysis
Campus visits and Admissions presentations at area HBCUs (School of Medicine)	<ul style="list-style-type: none"> Number of HBCU campus visits Estimated number of attendees engaged at each visit and recruitment event 	<ul style="list-style-type: none"> Data are not currently available 	Need additional administrative support to continue data management and analysis
Campus visits and Admissions presentations for UMCP Charles R. Drew Pre-Medical Society and UMBC Meyerhoff Program (School of Medicine).	<ul style="list-style-type: none"> Number of UMCP and UMBC campus visits Estimated number of attendees engaged at each visit and recruitment event 	<ul style="list-style-type: none"> Data are not currently available 	Need additional administrative support to continue data management and analysis
Recruitment tables at national and regional conferences targeting outreach to underrepresented students including Student National Medical Association (SNMA) and <i>Latino Medical Student Association</i> (LMSA) conferences, National Hispanic Medical association (NHMA) conference, and City College recruitment fair in New York City (School of Medicine).	<ul style="list-style-type: none"> Estimated number of attendees engaged at each visit and recruitment event 	<ul style="list-style-type: none"> Data are not currently available 	Need additional administrative support to continue data management and analysis

The School of Nursing increased recruitment efforts of graduate students since 2017 from traditionally underrepresented populations. We have been doing this through targeted recruitment efforts at minority-serving institutions and organizations.	<ul style="list-style-type: none"> Increased student enrollment from historically underrepresented groups in masters/doctoral programs. 	<ul style="list-style-type: none"> Given that new efforts were made this past recruitment cycle, we will be unable to measure the success of this intervention until data is gathered for census in Fall 2018 and Fall 2019. 	
Targeted student recruitment at HBCUs (Carey School of Law).	<ul style="list-style-type: none"> Number of universities/colleges visited 	<ul style="list-style-type: none"> 11 	<ul style="list-style-type: none"> Focus effort beyond the east coast Plan to visit an additional 10 minority serving institutions in the upcoming year
Targeted student recruitment at HSIs (Carey School of Law).	<ul style="list-style-type: none"> Number of universities/colleges visited 	<ul style="list-style-type: none"> 8 	Plan to visit an additional 10 minority serving institutions in the upcoming year
Attend conferences and recruitment fairs focused on recruiting traditionally underrepresented groups interested in careers in law (Carey School of Law).	<ul style="list-style-type: none"> Number of fairs attended 	<ul style="list-style-type: none"> 15 	
Host single-day pipeline events in the Baltimore Metro area (Carey School of Law).	<ul style="list-style-type: none"> Number of events organized 	<ul style="list-style-type: none"> 3 	
Coordinate with partners to host events of various sizes aimed at promoting law careers to traditional underrepresented populations. This includes, the Hispanic National Bar Association's Summer Camp, Baltimore City Teen Court, Baltimore City Urban Debate League, Law Links Law & and Leadership Institute, and others (Carey School of Law).	<ul style="list-style-type: none"> Number of events 	<ul style="list-style-type: none"> 8 	
Advertising position vacancies in diversity publications including Insight into Diversity, DiverseEducation.com, Maryland Workforce Exchange (School of Nursing).	% change of underrepresented minorities in full time professor positions over the past three years	We have seen a 6% increase in the number of underrepresented minorities in full-time professional positions over the past three years	Continue to strengthen our diversity recruitment efforts for faculty recruitment
Developing clear career paths for staff (School of Nursing).	% of promotions	Progress data to be determined	Continue to strengthen efforts to promote clear career paths for staff

Section I - Table 2: Reporting of Institutional Goal 2

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.			
Timeline for meeting goal within the diversity plan: <u>varies</u> ; items include ongoing and new initiatives			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: <ul style="list-style-type: none"> • faculty and staff cultural training programs; • curricular initiatives that promote cultural diversity in the classroom; and • co-curricular programming for students. 	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
Increase the number of faculty and staff who have completed diversity and inclusion trainings (School of Social Work)	Percent increase	First year of implementation – no data available	Explore ways to accurately track attendance for activities within and outside of the SSW
Promote knowledge, expertise and career development in CITS by encouraging every staff member to attend at least one professional development opportunity during each year through FY 2021 and beyond (Center for Information Technology Services).	Participation in professional development opportunity	No data to report at this time	
Foster a culture that embodies the University's core values and that enables and encourages members of the School's community to achieve their highest potential (School of Dentistry)	Number of trainings and programs	No data to report at this time	
Create a setting to foster increased global literacy, connect UMB students with meaningful opportunities abroad, and provide opportunities for students from countries other than the USA to interact with UMB by August 2020 through the development of an International Exchange fellowship program (Academic Affairs).	Create a formal exchange program	No update available at this time	
Developing strategic partnerships with universities abroad (Academic Affairs).	Create formal relationship with university/universities abroad	Relationships established with Coventry University, Haifa University in Israel, the University of Gambia, and the University of Malawi Chancellor College of Law, and others.	

Create an academic program that will enhance the cultural competency of students, faculty, and staff (Graduate School).	Author a proposal for a Post-Baccalaureate Certificate (PBC) in Intercultural Leadership and submit the proposal to MHEC	PBC proposal was written, approved by graduate council and submitted to MHEC on 5/18	
The HS/HSL Staff Education and Training committee will provide at least one training activity on cultural competency (Human Sciences and Human Service Library).	Number of events held	No data to report at this time	
Pilot a cultural responsiveness training program open to all staff and faculty (Campus Life Services – Interprofessional Student Learning & Service Initiatives).	<ul style="list-style-type: none"> • Launching of program • Recruit 14 participants • Retention Rate 	<ul style="list-style-type: none"> • The Safety Pin Initiative was successfully launched on 10/17 • 16 participants recruited • 87.5% retention rate 	Expansion of program is being evaluated
Develop one enduring outreach activity supported by faculty, staff, students, alumni, and community partners (School of Pharmacy)	Participation rate Increase in benchmark participation rate	No data to report at this time	Benchmark needs to be established
Expand and promote cultural competence in the Center for Information Technology Services (CITS) by celebrating a climate of diversity and inclusion and inviting a member(s) of the UMB Diversity Advisory Council to speak at an all-staff meeting each year, from FY 2018 to FY 2021 (Center for Information Technology Services).	Number of annual presentations by DAC at CITS all-staff meetings	The Diversity Advisory Council presented to CITS in April 2018	
International Student Mentor Program seeks to match up new international students with continuing UMB students. Program is designed to facilitate intercultural communication and relationship building across cultural lines.	Number and composition of mentors and mentees in program, frequency of contact between mentors and mentees, evaluate development of intercultural communication skills.	1/3 of mentors during the 2017-2018 identified as U.S. students; in years past, only international students served as mentors. OIS increased the number of social events organized for this group of students.	Develop learning outcomes for program and conduct assessment throughout the year to determine how mentors and mentees evaluate the program.
Global Conversations Program identifies and trains volunteer facilitators to deliver a weekly conversation program with up to five international students and scholars in a group. Provides informal opportunities for international students and scholars to develop their English conversation skills in a small group environment by discussing topics of interest, interprofessionally and interculturallly.	Number of groups on campus. Retention of participants over the course of the semester. Survey of participants and facilitators to determine overall satisfaction with the program and recommendations for improvement.	Piloted this program in the Spring 2018 semester in collaboration with the Writing Center. We do not have assessment data on this program.	

Provide an all-gender restroom (Health Sciences and Human Services Library).	Establishment of restroom	No data to report at this time	
Provide a designated safe space for LGBT+ community in the (Health Sciences and Human Services Library).	Establishment of designed space	No data to report at this time	
Provide, or participate in HR sponsored, learning activities/curriculum designed to give staff the tools, methods, and opportunities to learn about and embrace the cultural diversity of UMB (Administration and Finance).	Completion rate	No data to report at this time	
Create a proposal for advocacy/affinity groups as a means to create a safe space where groups of employees can connect and work together to further UMB's diversity and inclusion mission.	Completion of proposal	No data available; however, proposal was created and presented to the Diversity Advisory Council	The structure for this initiative needs to be established and funding needs to be secured to support existing and future affinity groups
Issued a student campus climate survey in February 2018 through the Education Advisory Board (Campus Life Services)	<ul style="list-style-type: none"> • Response rate • University benchmark for future surveys • Use data to inform diversity strategic plan 	25% response rate from UMB students	Awaiting report from EAB containing comparison data to other schools
LGBT+ Education Programming (Campus Life Services – Interprofessional Student Learning & Service Initiatives).	<ul style="list-style-type: none"> • Number of programs offered • Total number of participants 	<ul style="list-style-type: none"> • 8 programs • 93 participants 	<ul style="list-style-type: none"> • With the current collection of program offerings, increased demand has been placed on office • Adjust content to focus on best practices for serving the LGBT+ community by medical professionals
Safe Space Initiative (Campus Life Services – Interprofessional Student Learning & Service Initiatives).	<ul style="list-style-type: none"> • Number of programs offered • Total number of participants • Number of participants who successfully complete the program sign the ally pledge • Number of individuals trained as facilitators 	<ul style="list-style-type: none"> • 11 programs • 78 total attendees • 25 participants completed the program and signed the ally pledge • 7 individuals completed the Safe Space facilitator training 	Additional attention needs to be made on the individual schools to reach groups that have not participated in trainings

Diversity education co-curricular programming focused on identity and culture (Campus Life Services – Interprofessional Student Learning & Service Initiatives).	<ul style="list-style-type: none"> Number of programs offered Total number of program participants 	59 events were offered, 1388 total attendees	Be more collaborative with student groups, staff/faculty groups, and courses.
The School of Pharmacy received positive feedback regarding faculty and staff workplace climate during the 2016 campus climate survey. Since then, held focus groups to determine how to further improve the climate. Plan to develop a program/training to help managers to continue to improve workplace climate (School of Pharmacy).	Compare future campus climate survey results with results from 2016	Next campus climate survey is scheduled for 2019	
Offering unconscious bias education for students, faculty, senior administrative staff, and admissions committee (School of Medicine).	<ul style="list-style-type: none"> Percentage of faculty and staff who have completed the training Climate survey results 	Data currently not available	
Programs and services offered through Student National Medical Association (School of Medicine).	<ul style="list-style-type: none"> Attendance of Annual Banquet Attendance at events SNMA member attendance at interview day lunches Number and attendance of community engagement activities Faculty/student mentor pairings 	<ul style="list-style-type: none"> Increased attendance by students at SNMA Annual Banquet Consistent student presence at SNMA Second Look Day Happy Hour Consistent SNMA member attendance at interview lunches 	<ul style="list-style-type: none"> Increase faculty presence at SNMA Annual Banquet Increase applicant attendance at Second Look Day Happy Hour
Programs and services offered through Latino Medical Student Association (School of Medicine)	Number and attendance of community engagement activities	Consistent number and attendance of community engagement activities	Develop faculty/student mentorship pairings
Programs and services offered through the Meyerhoff Scholars Program (School of Medicine).	Number of recruitment activities including campus visits at UMB and to UMBC	Consistent number of recruitment activities including campus visits at UMB and to UMBC	<ul style="list-style-type: none"> Increase number of campus visits at UMB and UMBC Increase Meyerhoff scholars who matriculate to SOM
Programs and services offered through University of Maryland Scholars (School of Medicine).	Number of UM Scholars graduates	Increasing number of UM Scholars graduates	Increase number of UM Scholars graduates continuing to UM SOM

Programs and services offered through the BUILD/ASCEND mentoring program out of Morgan State University to increase diversity in Biomedical Research Workforce (School of Medicine).	Number of interactions with BUILD/ASCEND scholars	Consistent number of interactions with BUILD/ASCEND scholars	Increase number of interactions with BUILD/ASCEND scholars
Programs offered through Continuing Umbrella of Research Experience (CURE) Scholars Program for sixth- to 12 th grade students in West Baltimore for competitive and rewarding research, STEM, health care career opportunities (School of Medicine).	Number of CURE scholar graduates	Growing number of CURE scholar graduates	Increase number of CURE scholar graduates matriculating to UM SOM
Programs and services offered through the Congressman Elijah Cummings' Baltimore Science Internship Program (BSIP) (School of Medicine).	Number of BSIP scholar graduates	Increasing number of BSIP scholar graduates	Increase number of BSIP graduates matriculating to UM SOM
Programs and services offered through the Post-Baccalaureate Research Education Program (PREP) (School of Medicine).	Number of PREP scholar graduates	Increasing number of PREP scholar graduates	Increase number of PREP graduates matriculating to SOM
Programs and services offered through the Bridges to the Doctorate program (School of Medicine).	Number of Bridges to Doctorate scholar graduates	Increasing number of Bridges to Doctorate graduates	Increase number of Bridges to Doctorate graduates matriculating to UM SOM
Programs and services offered through the Nathan Schnaper Intern Program (NSIP) (School of Medicine).	Number of NSIP graduates	Increasing number of NSIP graduates	Increase number of NSIP graduates matriculating to UM SOM
The International Student Mentor Program seeks to match up new international students with continuing UMB students. The program is designed to facilitate intercultural communication and relationship building across cultural lines (Campus Life Services - Office of International Services).	Number and composition of mentors and mentees, frequency of contact between mentors/mentees, evaluate development of intercultural communication skills.	1/3 of mentors during the 2017-2018 identified as U.S. students; in years past, only international students served as mentors. OIS increased the number of social events organized	Develop learning outcomes and conduct assessment throughout the year with mentors and mentees
Global Conversations Program - Provides informal opportunities for international students and scholars to develop their English conversation skills in a small group environment by discussing topics of interest, interprofessionally and interculturality (Campus Life Services - Office of International Services).	Number of groups on campus. Retention of participants over the course of the semester. Survey of participants and facilitators to determine overall satisfaction	Piloted this program in the Spring 2018 semester in collaboration with the Writing Center. We do not have assessment data on this program	
In an effort to reduce barriers to employment and encourage career mobility, <u>career development consultations</u> offered to employees who hold positions that have traditionally had little to no	Number of participants	58 staff members have participated in career development consultations	

career path or make a wage that is equal to the living wage. Majority of employees are members of traditionally underrepresented groups (Human Resource Services - Office of Career Development).			
In an effort to reduce barriers to employment and encourage career mobility, <u>computer classes</u> that introduce tasks necessary for most administrative jobs offered to employees who hold positions that have traditionally had little to no career path or make a wage that is equal to the living wage. The majority of these employees are members of traditionally underrepresented groups (Human Resource Services - Office of Career Development).	Number of participants	20 staff members have participated in the introductory computer classes	
In an effort to reduce barriers to employment and encourage career mobility, <u>internal professional internships</u> offered to employees who hold positions that have traditionally had little to no career path or make a wage that is equal to the living wage. The majority of these employees are members of traditionally underrepresented groups (Human Resource Services - Office of Career Development).	Number of participants	2 staff members were placed in internal internships	
The University has partnered with the City of Baltimore to offer a Live Near Your Work program that offers a maximum of \$16,000 towards the purchase of a home in zip codes close to campus (Human Resource Services).	Number of participants	13 UMB employees have participated in the Live Near Your Work program since January 2018	
Create and deploy a module in PeopleSoft that provides the opportunity to set up career plans and produce Individual Development Plans (IDPs) for employees' career development paths. Additionally, Individual Development Plan (IDP) progress, job move costs, training, employee appraisals, mentoring, and self-implemented career development activities can be tracked (Human Resource Services - Office of Career Development).	Successful creation and deployment of module	Career Plan & Succession module was created and has been deployed. The module is currently being used to as a central repository to capture employee interactions with the Office of Career Development	To use the module to its full capabilities, clarify workflows, update job data, and employee profiles must be accurate in HRMS system - will occur in Phase II of implementation
The Art Speaks Series features an art exhibit highlighting artists within Baltimore/Washington metro area. Artists discuss their individual life	<ul style="list-style-type: none"> • Number of exhibits • Number of artist talks • Number of attendees 	<ul style="list-style-type: none"> • 5 total exhibits • 3 artists have held information sessions 	<ul style="list-style-type: none"> • Opportunities to partner with other campus entities

journeys and the role of culture and identity in their art (Campus Life Services - Event Services).		<ul style="list-style-type: none"> 110 total event attendees 	<ul style="list-style-type: none"> Implement assessment tools
Re-establish a National Black Nurses chapter (School of Nursing).	<ul style="list-style-type: none"> Re-establish chapter Elect executive board 	<ul style="list-style-type: none"> Chapter was re-established during AY 2018 Executive board was elected 	Be more inclusive to other traditionally represented groups
Utilize focus groups to understand diversity and inclusion training wants and needs (School of Nursing).	<ul style="list-style-type: none"> Hold focus groups Organize focus group information into themes for use in determining training areas of concentration 	<ul style="list-style-type: none"> Focus groups were held in April 2018 Data from focus group is currently being analyzed 	Determine mechanisms for monitoring trainings and measuring improvement
Offer faculty and staff development day during any month with 5 Mondays (School of Nursing).	<ul style="list-style-type: none"> Offer development days Secure internal and external experts to discuss diversity and inclusion topics 	<ul style="list-style-type: none"> Development days held in October 2017 and April 2018 Secured internal and external experts to present content 	
Establish affinity group that meet monthly for fellowship and to examine ways to improve employee engagement (School of Nursing).	<ul style="list-style-type: none"> Establish groups Increased mean score in climate survey 	Three affinity groups were created (Book Club, LGBTQ group, and Positive Black Men)	These groups are fairly new so they are faced with many opportunities
Increase the number of multilingual students served (Campus Life Services - the UMB Writing Center).	Number of total appointments/clients	Increase in total number of appointments and/or clients compared to previous years	Develop training modules on multilingual writers and language diversity for writing consultants
Provide the faculty workshop - Addressing Language Diversity in the Classroom (Campus Life Services - the UMB Writing Center).	<ul style="list-style-type: none"> Program attendance Satisfaction surveys 	<ul style="list-style-type: none"> Faculty representation from all seven UMB schools High satisfaction levels 	Develop more long-term metrics to measure learning outcomes
Pilot Voxy, an online language-learning platform, for 3-months with the following target population: post-doctoral fellows who self-identify as multilingual learners (Campus Life Services - the UMB Writing Center).	<ul style="list-style-type: none"> Participation levels Pre/post language assessment scores Pre/post-test of participants' comfort level with varying tasks in English Satisfaction surveys 	<ul style="list-style-type: none"> Meeting set benchmarks for levels of participation Increase in language assessment scores Increase confidence level scores at the end of the program High satisfaction levels 	Use pilot data to develop a course or co-curricular program to support continued language learning with measurable learning outcomes for all multilingual learners at UMB
The University supports various student affinity groups.	<ul style="list-style-type: none"> Number of University-wide groups Number of School-Specific groups 	<ul style="list-style-type: none"> 6 cultural affinity University-wide student organizations 34 school-specific affinity organizations 	

The establishment of the UMB Testing Center (TC) for students with disabilities (Campus Life Services - Educational Support and Disability Services).	<ul style="list-style-type: none"> • Issue surveys to faculty and students who use the center • Pilot to one UMB school • Identify software for scheduling appointments 	<ul style="list-style-type: none"> • Testing Center piloted with the school of nursing • An in-house software will be created to aid in scheduling 	<ul style="list-style-type: none"> • Hire Testing Coord. • Expand days and hours of availability • Roll out TC usage to all UMB schools
Offer academic Coaching services to interested students (Campus Life Services - Educational Support and Disability Services).	<ul style="list-style-type: none"> • Annual surveys to students who requested the service • Representation of coaching program participants • Identify coaches who represent traditionally underrepresented groups 	<ul style="list-style-type: none"> • Students survey results: coaching provided safe space to discuss academic challenges • Students and coaches tend to have diverse cultural backgrounds 	
Offer Disability Awareness Month workshops and seminars (Campus Life Services - Educational Support and Disability Services).	<ul style="list-style-type: none"> • Annual survey to students with disabilities • Program attendance 	<ul style="list-style-type: none"> • No data available at this time • 59 participants 	Create plan to directly measure impact of disability awareness efforts
Leveraging Diversity in the Workplace Learning Path (Human Resource Services)	<ul style="list-style-type: none"> • Number of online workshop • Workshop completions 	<ul style="list-style-type: none"> • 6 workshops • 36 workshop completions 	
Culturally Competent Leadership session offered through the Emerging Leaders program (Human Resource Services)	<ul style="list-style-type: none"> • Number of participants 	<ul style="list-style-type: none"> • 25 participants 	
A Manager's Guide to Diversity, Inclusion, and Accommodation (Human Resource Services)	<ul style="list-style-type: none"> • Number of participants 	<ul style="list-style-type: none"> • 560 participants 	
The Poverty Simulation offered to help participants better understand how this experience can be applied to access to care and utilization of services (Campus Life Services – ISLSI).	<ul style="list-style-type: none"> • Number of offerings • Number of participants 	<ul style="list-style-type: none"> • 9 offerings • 506 participants 	
In AY 2017/2018, the School of Social Work's Student Government Association increased their area of focus and number of events related to social justice initiatives and the enhancement of cultural humility.	Number of participants at each event, student satisfaction surveys, event debriefing with stakeholders	Quantitative survey data	Set specific measurable goals each AY for SGA groups and work towards systematic assessment

Section I - Statement 1: Reporting of Institutional Goal 3

Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery. Do not include statistics.

All campus-based hate crimes are reported through UMB's Police Force.

Section II: Institutional Plan: See Appendix A

Section III: Demographic Data

Institutional demographic data can be found in Appendix B, C, and D for students (Table 3), faculty (Table 4), and staff (Table 5).

Appendix A

Section II: Institutional Plan

Section II: Institutional Plan: §11-406 of the Education Article states that each public institution of higher education in the State shall develop and implement a plan for a program of cultural diversity that enhances cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff at the institution of higher education. The plan should include:

- i. Implementation strategy and a timeline for meeting goals within the plan;
- ii. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations;
- iii. A description of how the institution plans to enhance cultural diversity (if improvement is needed);
- iv. A process for reporting campus-based hate crimes; and
- v. A summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally-diverse student body.

Please submit your narrative Institutional Plan for a Program of Cultural Diversity. Your institutional plan should align with the information you shared in Section I. The Plan should be in an appendix and should not be included in the 12-page maximum.

Mission

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. Six professional schools and a Graduate School confer the majority of health care, human services, and law professional degrees in Maryland each year. 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 are committed to improving the human condition and serving the public good of Maryland and society at-large through education, research, clinical care, and service.

Strategic Plan

The University's current five-year strategic plan provides the framework for achieving this mission and attaining our cultural diversity goals. The 2017-2021 strategic plan was created using an inclusive process involving a 23-member committee with representation from the seven Schools, central administration, faculty, staff, and student government. The plan's essential elements were informed by the University System of Maryland Board of Regents' strategic plan, information from the Middle States reaccreditation process, and feedback from the deans of UMB's seven schools and vice presidents. Faculty, staff, students, partners, and friends assisted with the development of the plan and provided feedback through a variety of settings, including a town hall meeting. Six themes ¹and 28 strategic outcomes were developed with the assistance of and feedback from the UMB campus community:

¹ <https://www.umaryland.edu/about-umb/strategic-plan/themes/>

Theme 1: Health, Justice, and Social Impact

Theme 2: Research and Scholarship

Theme 3: Student Success

Theme 4: Inclusive Excellence

Theme 5: Partnership and Collaboration

Theme 6: Efficiency, Effectiveness, and Assessment

Specifically, the fourth theme of Inclusive Excellence embodies UMB's commitment to enhancing cultural diversity programming and sensitivity to cultural diversity throughout our students, faculty and staff. Tables I and II have highlighted many initiatives and priorities designed to advance the Inclusive Excellence strategic objective and strategic outcomes:

Theme 4: Inclusive Excellence: Strategic Objective

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.

Theme 4: Inclusive Excellence: Strategic Outcomes

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.*

Schools and campus departments have simultaneously engaged in their own strategic planning processes, producing goals aligning with these and other strategic outcomes in UMB's strategic plan. To date, 207 school and departmental level goals supporting UMB's strategic plan have been entered into the University's tracking system. Progress towards attaining these goals is closely monitored by the University's Institutional Effectiveness team. Schools and departments will indicate the completion status of each goal through June 30, 2018 in an initial report of progress due in July 2018.

Core Values

Our core values are inextricably linked to cultural diversity, in that our commitment to accountability, civility, collaboration, diversity, excellence, knowledge, and leadership are at the heart of our mission. The University is committed to a culture that is enriched by diversity and inclusion, in the broadest sense, in its thoughts, actions, and leadership. Our "Diversity" value, as outlined in the UMB publication "Living the Core Values,"² is comprehensive and better positions the institution to achieve its goals:

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.

Diversity Advisory Council

UMB addresses cultural diversity among its student, faculty, and staff populations through efforts and initiatives from the President's Office, Student Affairs, the seven schools, and programming by our students. Additionally, each of the graduate and professional schools has accreditation standards that include cultural competency and diversity in the forefront of their educational efforts. The Diversity Advisory Council (DAC)³ also plays a leadership role in promoting the University's commitment to diversity, inclusion, and equity. The UMB president appoints one DAC liaison from each of the seven schools. Liaisons are vital partners to the DAC and are instrumental in creating institutional change in the area of Inclusive Excellence. Liaisons are

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

³ <http://www.umaryland.edu/diversity/>

responsible for communicating DAC efforts to faculty, staff, and students in their respective schools. Liaisons also facilitate DAC initiatives by acting as the information conduit between the council and their respective schools. The liaison responsibilities include:

- Increase awareness of the DAC in respective schools.
- Support DAC initiatives.
- Assist in promoting and disseminating in a timely manner DAC initiatives in their respective schools.

Campus Initiatives

Due to space limitations, it is not possible to list all of the campus initiatives designed to address cultural diversity among students, faculty, and staff. The following sections highlight specific and particularly noteworthy efforts designed to address and enhance cultural diversity among students, faculty and staff.

Students

Each of the Schools engage in a variety of efforts to recruit, admit, and retain a diverse student body. The Schools and administrative units also provide curricular and co-curricular learning opportunities designed to enhance the cultural competency of students. The campus also provides students with opportunities to engage in service learning experiences within the City of Baltimore and beyond.

In February 2018, UMB administered the Education Advisory Board (EAB) Campus Climate Survey to students to better understand and measure students' experiences, perceptions, and behaviors with respect to diversity and inclusion at UMB. We received a response rate of 25%. These data will assist the University in creating an inclusive campus environment. Student Affairs, the Title IX Coordinator, and the Schools will use these data to inform the tailoring of policies and the development of programming. The University will also consider whether improvements are needed to our campus response to discrimination based on student responses. The results of the survey will continue to be presented to the campus community and will inform the development of additional strategic initiatives.

The campus is exploring the creation of a multicultural center and a food pantry to better meet the needs of our campus community. During Spring 2018, individuals from across campus were identified to serve on a Multicultural Center Taskforce and a Food Security Committee was created. UMB continues to respond to the needs of students, which includes incorporating additional information online regarding campus resources for students who are DACA recipients and undocumented students.

Staff and Faculty

In the spring of 2018, the University Human Resources function conducted an internal focus group on the role of Human Resources in helping to make UMB a more inclusive environment. Based on the results of that focus group and other discussion, University Human Resources has engaged with the Diversity Advisory Council (DAC) to more strongly support the goals established by the DAC. This includes learning and development within the University Human Resources community and school or administrative departments. University Human Resources continues to invest in developing the skills and abilities to support the DAC and make UMB a more diverse and inclusive environment. This is the first time that the University Human

Resources function has taken on a coordinated approach to Diversity and Inclusion. Continued development of both knowledge, services and resources is addressed in the University Human Resources strategic plan.

In 2016 UMB partnered with Gallup, an internationally recognized survey firm, to conduct a university wide climate and employee and student engagement survey. The goal was to better understand how our students, faculty and staff perceive our environment. The survey was conducted in May 2016 and received a response rate of 41% overall. The survey results were shared in a variety of venues in 2016 and 2017. The HR team has presented the 2016 survey results to the leadership of each of the schools and major administrative departments. Each school or administrative department has shared this information within their school to varying degrees according to their own individual plan. In some cases, action plans have been developed to address any issues identified through the 2016 survey.

UMB is on target to resurvey the staff and faculty in the spring of 2019. UMB has learned from the 2016 process of conducting the survey, sharing the data and facilitating actions based on the survey results. In partnership with key stakeholders at UMB, a plan is being developed in the Summer of 2018 to conduct a follow up survey in the Spring of 2019. This will include a series of activities to review the data and actions taken based on the 2016 survey, increase awareness of and promote participation in the 2019 organizational survey, compare the results of 2016 to 2019 and then implement an action planning process to identify opportunities and methods to address identified issues.

Students, Faculty, and Staff

During the 2017-2018 Academic Year, UMB enrolled in the American Council of Education (ACE) Internationalization Lab for the 2018-2020 cycle. This laboratory will place UMB in a cohort with other universities in the U.S. and internationally to work towards comprehensive internationalization. A steering committee and topic-focused sub groups will identify UMB's existing global footprint and develop a strategic plan for internationalization that is tailored to UMB's strengths in teaching, research and service. A major focus of this laboratory includes areas such as recruiting, retaining and supporting international students, increasing the presence of underrepresented minority students in education abroad, integrating global topics into the curriculum, faculty policies that reward global engagement, and promoting intercultural competence through curricular and co-curricular programs. ACE's internationalization lab has a structured timeline in which deliverables are due throughout the 18 month process. The end goal of the lab is the development and approval of a comprehensive internationalization strategic plan that will guide UMB's global initiatives in the future.

Process for Reporting Campus-Based Hate Crimes

The University of Maryland, Baltimore Department of Public Safety adheres to interdepartmental policy and procedures outlined in Written Directive 14.4 entitled, "Clery Reporting Policy" Section II states: "It shall be the policy of the Force to comply with federal laws impacting the daily administration and operation of the UMBPF and to comply with obligations and requirements of the "Clery Act." We publish and distribute an annual "Clery Report" to the US Department of Education. The report identifies campus-based hate crimes as consistent with federal and institutional requirements. The report is published and distributed no later than the 1st of October of each year by the agency's Technical Services and Records Lieutenant or designee, consistent with the mandates of the Jeanne "Clery Act" disclosure of campus policy and campus crime statistics. An annual notice of the availability of the campus crime report is generated and made available to all current students and employees by the Technical Service and Records Lieutenant or designee no later than 10 days from the date of publication of the report by the U.S. Department of Education.

As a public safety organization, the UMB Department of Public Safety provides policy disclosures, collects, classifies and counts crime reports and statistics and issues emergency notifications and timely warnings in addition to retaining certain records for the dissemination of information. The submission of all statistical data is initiated annually by the 1st of August using an electronic online submission to the U.S. Department of Education's website. The submission of all "Clery Act" reportable statistical data including (hate-crimes) is completed annually to comply with the "2008 Amendments to the "Clery Act" which mandates that "Hate Crimes" be reported in the published annual "Clery Act" report.

In addition, in support of the mandated requirements for compliance by the University of Maryland, Baltimore Department of Public Safety, regarding the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act; Title 20, USC, SS 1092 (f), the records section request submission of required reporting from the Baltimore Police Department's Central and Western Districts which surround the University. The agency makes crime logs available to all students, employees, prospective students and prospective employees and members of the public at the Police Communications Center.

Also, the University of Maryland, Baltimore Department of Public Safety, works with the Executive Director of Diversity and Inclusion/Title IX Coordinator. The Executive Director of Diversity and Inclusion/Title IX Coordinator works closely with our agency's Clery and Victim Assistance Coordinators as needed. The Executive Director of Diversity and Inclusion/Title IX Coordinator also manages policies and procedures that permit administrative review and response apart from law enforcement when there is a hate crime including sexual violence. Where the alleged perpetrator is a member of the campus community, Office of Diversity and Inclusion/Title IX can establish a review process that includes assuring accountability for actions substantiated as having occurred. Also, when the impacted party is a member of the campus community, they can provide support and assistance to assure ongoing access to work, school, and other services.

Summary of Any Resources, Including State Grants, Needed by the Institution to Effectively Recruit and Retain a Culturally-Diverse Student Body

UMB professional schools recruit and retain some of the best under-represented minorities, but often times, students are selecting other institutions where they receive a scholarship offer that covers tuition. Our awards across the schools range from \$2,000 to \$35,000. Additional funding would allow us to increase awards to make a meaningful impact in the funding provided to this cohort of students whose presence in the classroom provides a richness to human services and health care educational experience.

Minority students represented 2,887 (43%) of the 6,687 enrollment total during Spring 2018. UMB awarded \$2,501,353 in state funds to 305 students to recruit and retain diverse students in the School of Medicine, School of Dentistry, Carey School of Law, School of Pharmacy, the School of Social Work, and the Department of Medical & Research Technology. Ten percent of the minority students enrolled in Spring 2018 received state funding. Minority diversity differs based on the school and program.

2017-2018 Academic Year Diversity Awards

	Dollar Amount	Number of Students
School of Medicine - MD	\$1,468,750	59
School of Dentistry - DDS	\$407,000	83
Carey School of Law - JD	\$332,963	38
School of Pharmacy - Pharm D	\$136,400	68
School of Social Work - MSW	\$132,500	36
Department of Medical & Research Technology	\$23,740	21
Total Awarded	\$2,501,353	305

Appendix B

Table 3: Student Demographic Information

Students by Race and Gender					Gender	
Year		Race	Total	Pct	F	M
2008	Undergraduate	African American	223	26.1%	53	170
		Asian/Pacific Islander	103	12.1%	12	91
		Hispanic	29	3.4%	8	21
		Native American	4	0.5%	.	4
		Not Reported	77	9.0%	10	67
		White	418	48.9%	49	369
			854		132	722
	Graduate	African American	846	16.0%	178	668
		Asian/Pacific Islander	718	13.5%	254	464
		Hispanic	210	4.0%	66	144
		Native American	15	0.3%	6	9
		Not Reported	384	7.2%	154	230
		White	3129	59.0%	936	2193
			5302		1594	3708
	Total		6156		1726	4430
2009	Undergraduate	African American	208	24.6%	43	165
		Asian/Pacific Islander	115	13.6%	24	91
		Hispanic	31	3.7%	10	21
		Native American	5	0.6%	1	4
		Not Reported	69	8.2%	7	62
		White	416	49.3%	40	376
			844		125	719
	Graduate	African American	895	16.2%	192	703
		Asian/Pacific Islander	779	14.1%	273	506
		Hispanic	208	3.8%	66	142

		Native American	13	0.2%	3	10
		Not Reported	412	7.4%	165	247
		White	3231	58.3%	993	2238
			5538		1692	3846
	Total		6382		1817	4565
<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
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2011	Undergraduate	African American/Black	123	16.8%	34	89
		American Indian/Alaska Native	3	0.4%	2	1
		Asian	100	13.7%	21	79
		Hispanic/Latino	33	4.5%	4	29

		International	25	3.4%	6	19
		Not Reported	19	2.6%	1	18
		Two or More Races	11	1.5%	3	8
		White	417	57.0%	50	367
			731		121	610
	Graduate	African American/Black	782	13.8%	169	613
		American Indian/Alaska Native	10	0.2%	3	7
		Asian	799	14.1%	264	535
		Hispanic/Latino	272	4.8%	83	189
		International	200	3.5%	79	121
		Not Reported	133	2.3%	45	88
		Other Pacific Islander	3	0.1%	2	1
		Two or More Races	151	2.7%	35	116
		White	3314	58.5%	1087	2227
			5664		1767	3897
	Total		6395		1888	4507
2012	Undergraduate	African American/Black	109	15.0%	24	85
		American Indian/Alaska Native	1	0.1%	1	.
		Asian	104	14.3%	23	81
		Hispanic/Latino	42	5.8%	7	35
		International	16	2.2%	4	12
		Not Reported	19	2.6%	2	17
		Two or More Races	18	2.5%	4	14
		White	419	57.6%	51	368
			728		116	612
	Graduate	African American/Black	764	13.5%	164	600
		American Indian/Alaska Native	8	0.1%	3	5
		Asian	809	14.3%	271	538
		Hispanic/Latino	294	5.2%	99	195
		International	219	3.9%	86	133

		Not Reported	138	2.4%	44	94
		Other Pacific Islander	1	0.0%	1	.
		Two or More Races	172	3.0%	41	131
		White	3235	57.4%	1071	2164
			5640		1780	3860
	Total		6368		1896	4472
2013	Undergraduate	African American/Black	107	14.3%	21	86
		American Indian/Alaska Native	1	0.1%	.	1
		Asian	113	15.1%	21	92
		Hispanic/Latino	42	5.6%	9	33
		International	27	3.6%	5	22
		Not Reported	23	3.1%	3	20
		Other Pacific Islander	1	0.1%	.	1
		Two or More Races	27	3.6%	5	22
		White	405	54.3%	48	357
			746		112	634
	Graduate	African American/Black	754	13.6%	151	603
		American Indian/Alaska Native	8	0.1%	1	7
		Asian	841	15.2%	269	572
		Hispanic/Latino	282	5.1%	101	181
		International	244	4.4%	95	149
		Not Reported	123	2.2%	44	79
		Two or More Races	164	3.0%	38	126
		White	3122	56.4%	1005	2117
			5538		1704	3834
	Total		6284		1816	4468
2014	Undergraduate	African American/Black	125	15.8%	33	92
		American Indian/Alaska Native	1	0.1%	.	1
		Asian	111	14.0%	16	95
		Hispanic/Latino	31	3.9%	5	26

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

		International	263	4.8%	97	166
		Not Reported	105	1.9%	45	60
		Other Pacific Islander	2	0.0%	1	1
		Two or More Races	169	3.1%	51	118
		White	2864	52.4%	939	1925
			5463		1697	3766
	Total		6329		1819	4510
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
2017	Undergraduate	African American/Black	179	19.8%	149	30
		American Indian/Alaska Native	1	0.1%	.	1
		Asian	163	18.0%	134	29

	Hispanic/Latino	67	7.4%	59	8
	International	21	2.3%	19	2
	Not Reported	8	0.9%	3	5
	Two or More Races	37	4.1%	33	4
	White	453	50.1%	405	48
		929		802	127
Graduate	African American/Black	1007	18.1%	789	218
	American Indian/Alaska Native	4	0.1%	3	1
	Asian	918	16.5%	602	316
	Hispanic/Latino	334	6.0%	252	82
	International	260	4.7%	174	86
	Not Reported	113	2.0%	74	39
	Other Pacific Islander	3	0.1%	2	1
	Two or More Races	187	3.4%	134	53
	White	2948	52.9%	2047	901
		5774		4077	1697
Total		6703		4879	1824

Appendix C

Table 4: 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
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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
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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
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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
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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
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2017	African American/Black	27	5.23%	13	14
	American Indian/Alaska Native	3	0.58%	1	2
	Asian	85	16.47%	22	63
	Hispanic/Latino	11	2.13%	3	8
	Not Reported	1	0.19%	.	1
	Not Reported	1	0.19%	1	.
	White	382	74.03%	130	252
		510		170	340
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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

2012	African American/Black	236	9.08%	160	76
	American Indian/Alaska Native	4	0.15%	4	.
	Asian	588	22.62%	257	331
	Hispanic/Latino	53	2.04%	26	27
	Not Reported	43	1.65%	19	24
	Other Pacific Islander	8	0.31%	5	3
	Two or More Races	5	0.19%	3	2
	White	1663	63.96%	938	725
		2600		1412	1188
2013	African American/Black	250	9.18%	169	81
	American Indian/Alaska Native	7	0.26%	5	2
	Asian	604	22.19%	282	322
	Hispanic/Latino	60	2.20%	35	25
	Not Reported	41	1.51%	19	22
	Other Pacific Islander	4	0.15%	4	.
	Two or More Races	5	0.18%	3	2
	White	1751	64.33%	994	757
		2722		1511	1211
2014	African American/Black	228	8.82%	146	82
	American Indian/Alaska Native	5	0.19%	3	2
	Asian	577	22.32%	267	310
	Hispanic/Latino	56	2.17%	33	23
	Not Reported	89	3.44%	55	34
	Other Pacific Islander	4	0.15%	4	.
	Two or More Races	8	0.31%	6	2
	White	1618	62.59%	906	712
		2585		1420	1165
2015	African American/Black	252	10.01%	170	82
	American Indian/Alaska Native	3	0.12%	2	1
	Asian	552	21.92%	256	296
	Hispanic/Latino	55	2.18%	31	24
	Other Pacific Islander	3	0.12%	3	.

	Two or More Races	16	0.64%	10	6
	White	1637	65.01%	927	710
		2518		1399	1119
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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
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2017	African American/Black	296	11.54%	212	84
	American Indian/Alaska Native	2	0.08%	2	.
	Asian	542	21.12%	248	294
	Hispanic/Latino	84	3.27%	49	35
	Not Reported	1	0.04%	1	.
	Other Pacific Islander	2	0.08%	2	.
	Two or More Races	16	0.62%	10	6
	White	1706	66.48%	1009	697
		2649		1533	1116
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* Includes employees classified as "fellows" (EEO6=8) having a federal standard occupational classification within Education, Training and Library Occupations.

Appendix D

Table 5: 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
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2012	African American/Black	1325	31.95%	934	391
	American Indian/Alaska Native	6	0.14%	4	2
	Asian	399	9.62%	254	145
	Hispanic/Latino	87	2.10%	57	30
	Not Reported	47	1.13%	29	18
	Other Pacific Islander	2	0.05%	2	.
	Two or More Races	12	0.29%	11	1
	White	2269	54.71%	1494	775
		4147		2785	1362
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2013	African American/Black	1294	31.45%	912	382
	American Indian/Alaska Native	5	0.12%	3	2
	Asian	376	9.14%	245	131
	Hispanic/Latino	85	2.07%	59	26
	Not Reported	62	1.51%	44	18
	Other Pacific Islander	3	0.07%	3	0
	Two or More Races	12	0.29%	10	2
	White	2278	55.36%	1516	762
		4115		2792	1323
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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
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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
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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
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2017	African American/Black	1256	34.02%	883	373
	American Indian/Alaska Native	4	0.11%	2	2
	Asian	354	9.59%	232	122
	Hispanic/Latino	91	2.46%	62	29
	Not Reported	1	0.03%	1	.
	Other Pacific Islander	2	0.05%	2	.
	Two or More Races	39	1.06%	32	7
	White	2026	54.88%	1330	696
		3773		2544	1229

**UNIVERSITY OF MARYLAND,
BALTIMORE COUNTY**

2017 - 18 Annual Institutional Report on Programs of Cultural Diversity - UMBC – June 29, 20189

Contact Person: Beth Wells, bwells@umbc.edu

Section I: Progress Report

Table 1: Reporting of Goals

Table 1

USM Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, 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

Share campus-wide and program-specific efforts 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: 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 2017 event: 41 students; 91 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 2017 event: 81 students; 250 total guests	Increased analysis of students who attended program and subsequently applied and enrolled at UMBC.
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 2017, 3 students in Baltimore City and 5 students in PG County qualified for a CEO award, an increase of 100% over Fall 2016. 83 admitted freshmen from Baltimore City and 221 from Prince George's County were offered merit awards ranging from \$1,000 to \$15,000 each of four years of study. Of these, 12 students from Baltimore City and 44 from Prince George's County accepted, compared to 15 and 22 respectively for Fall 2016	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 who apply to UMBC, Number of students who are admitted to UMBC Number of students who were awarded merit scholarships.	For Fall 2017 entering class, 2,291 students indicated interest in UMBC. Of those, 281 applied for admission, 227 were admitted and 192 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.
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 2017 for the 2018-19 application year. Eighteen students and their families attended the event (a total of 42 attendees). Twelve of the eighteen 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 2017, the office provided more than 13 separate financial aid events, which included presentations as well as FAFSA completion at area high schools. Numbers of students and families served not available.	The OFAS will continue to make itself available to high schools and support programs to provide for financial aid education and FAFSA completions.

Share campus-wide and program-specific efforts 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
“Golden Ticket” Pre-Orientation Advising –This pre-orientation advising initiative provides first generation students and their families the opportunity to meet with an academic advisor <i>before</i> their scheduled orientation for an overview of the academic requirements and academic planning tools, to have questions and concerns addressed and to build a preliminary schedule. When students attend their scheduled orientation - Golden Ticket students are offered an “early” advising session to secure their official schedules and receive final recommendations, suggestions and referrals.	Number of program participants First year retention of program participants Average GPA of program participants Graduation Rates – 4 year, 5 year, 6 year – of program participants.	In Summer 2017, 11 students and their families participated in the Golden Ticket pre-orientation advising. All 11 students were retained from first semester to second semester. Average fall 2017 gpa of participants is 2.9.	Recruiting more first-generation students to participate in the Golden Ticket program. Automate the communication process (over time) to allow for better business continuity practices. Create more targeted reports to address metrics associated with the program.
Faculty Diversity and Faculty Development Center - Continued Implementation and Expansion of UMBC STRIDE	Offered eight focused conversations: 1) Planning for Diversity and Inclusive Excellence in Your Search, 2) Developing Shared Evaluation Metrics, 3) Best Practices for Reducing Implicit Bias in the Application Review Process, 4) Best Practices for Inclusive Excellence in the Interview and Selection Process, Best Practices for Inclusive Mentoring, Developing an Effective Diversity Hiring Recruitment Plan. Provided consultations to search committees and departments.	STRIDE has offered eight focused conversations in AY 17-18 with revised materials. In AY 17-18, STRIDE facilitated 20 department/search committee consultations.	Continue the expansion of work in the College of Engineering and Information Technology. Continue the dissemination of our work and best practices to internal and external audiences.
Interfolio Faculty Search	Continued monitoring of the diversity of our applicant pools in the aggregate and at specific points across the lifecycle of the search in the URM Executive Committee.	The Office of the Provost, in partnership with the Deans' office's use Interfolio data to monitor the diversity of the applicant pool for all faculty searches at the application close date, long list, short list, interview, and offer stage.	Continual assessment of the diversity of our applicant pools at various stages across the lifecycle of the search to make adjustments in the search process when and where necessary.
Postdoctoral Fellowship for Faculty Diversity	Successful conversion of postdocs from Cohort IV into tenure track positions. Recruitment of a diverse pool of applicants for Cohort V 2019-2021. Departmental investment in the recruitment process and support of fellowship program. Representations of the College of Engineering and Information Technology in the program. Development of a brochure to promote the fellowship at recruiting venues.	Received 255 applications for Cohort IV, largest applicant pool ever, due to departments actively recruiting for the fellowship. We offered the fellowship to 8 finalists, and 7 fellows accepted and began their fellowships on July 1, 2017. A fellow was recruited into our College of Engineering and Information Technology, but ultimately declined the fellowship. The 7 fellows that accepted are all in our College of Arts, Humanities, and Social Sciences.	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.
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.
Graduate School - Recruitment: Summer Horizons Program– co-sponsored by the Graduate School at UMBC; USM PROMISE: Maryland's AGEF; the USM Louis Stokes Alliance for Minority Participation (LSAMP), 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 are designed to see if we are meeting needs of URM undergraduates, with respect to increasing their preparation for graduate school.	Underrepresented Minority Students = 68% (not including those who identified within the broad category of “Asian-American/Pacific Islander”) 45% 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 (63%) learned about the program through their summer research/internship programs, faculty, or university staff members

Share campus-wide and program-specific efforts 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
PROMISE Engineering Institute (PEI): As part of faculty diversity recruitment efforts, UMBC (COEIT) leads a new grant with MSU, UMCP, and JHU, to expedite the career preparation of graduate students and postdoctoral fellows so that they can be considered for tenure-track faculty positions. This is a NEW * discipline-specific* effort.	PEI is in early stages, and the Co-PIs are planning the activities for 2018-2019. WESTAT, an independent evaluation firm will be conducting the summative evaluation. Formative evaluation will be handled internally.	Some of the international excursions, and discussions on connecting humanitarian engineering content to student programming, are contributing to the research on retaining underrepresented students.	An official launch will be held on August 18, 2018 as part of the PROMISE AGEP's Summer Success Institute (SSI). A primary task is to be sure that all URM graduate students, postdoctoral fellows, and faculty of all types are reached.
Human Resources - PageUp applicant tracking system implemented in 2017 for nonexempt and exempt staff positions. Utilize system for data collection and reporting.	Previous manual paper system of collecting voluntary demographics on applicants produced a very low response rate (< 10 percent). We now have the ability to collect voluntary demographic data on all applicants in the PageUp system (100 percent).	Implement Job Specific EEO/Diversity report on applicant pools for search committee use to evaluate race/ethnicity of entire applicant pool and at various stages of the hiring/selection process (search committee review, phone interview, and in-person interviews).	Additional training to search committees
Advertising venues	Capture analytics from advertising source to determine if attracting diverse applicant pool. Frequently used websites to advertise staff positions (UMBC Jobs, higheredjobs.com and Indeed) indicate diverse applicant pool.	Continue efforts to attract diverse applicant pool Current 2017 applicant demographics: Race: 43% Caucasian; 38% African-American; 9% Asian; 1.5% American Indian/Native Alaskan; .5% Native Hawaiian/Other Pacific Islander and 8% undisclosed. Hispanic/Latino: 4.5 % yes; 87% No; 8.5% undisclosed. Gender: 66% females 31% males 3% undisclosed Veteran Status: 1.5 % Protected Veterans; 97% non-Protected Veterans; 2% undisclosed Disability Status: 5% indicated a disability; 87% indicate no disability; 7% undisclosed.	
HR Outreach to campus search committees	Monitor diversity of search committees 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	Additional staff/resources to provide training
Student Affairs -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	\$65,736 in scholarships awarded in FY18; 27 scholars + affiliates are part of program. Program assessment was conducted in Fall 2017 to include survey and focus groups. Retention data from Fall 2016 to Spring 2017 semesters based on Newcombe scholarship recipients (n=15) vs non-Newcombe scholarship recipients (n=22) is 92% vs 60	Better programming, advising, and support for this scholars program and outreach to more adult learners not affiliated with scholars program
Meyerhoff Scholars Program - During the AY 2017-2018 a total of 5 staff and 260 students from the Meyerhoff Scholars Program.	Demographic data for the number of students in the Meyerhoff Scholars Program	260 students are currently enrolled in the program for the 2017-2018 academic year, of whom 63% are African American, 15% Caucasian, 11% Asian, 10% Hispanic, 1% Native American.	
Continue recruiting the best academically diverse students every year using Selection Weekend. Migrated to an online application to provide better access and data collection.	Number of Applicants Number of Selection Weekend Invites Number of Offers Number of Acceptances	Applicants – 491 (50% URM) Selection Weekend – 245 (60% URM) Offers – 102 (80% URM) Accepted – 49 (80% URM)	Continue to recruit a diverse group of students in STEM with the focus of attaining a Ph.D. or MD/Ph.D. Increasing the access to the online application.

Share campus-wide and program-specific efforts 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
Continue recruiting the best academically diverse students every year using Selection Weekend. Migrated to an online application to provide better access and data collection.	Number of Applicants Number of Selection Weekend Invites Number of Offers Number of Acceptances	Applicants – 491 (50% URM) Selection Weekend – 245 (60% URM) Offers – 102 (80% URM) Accepted – 49 (80% URM)	Continue to recruit a diverse group of students in STEM with the focus of attaining a Ph.D. or MD/Ph.D. Increasing the access to the online application.
Maintain high GPA and Retention rates in STEM.	Retention Rate since the inception of the Meyerhoff Program in 1989 Average GPA of Current Meyerhoff Scholars	Historical Retention Rate – 90% (89% URM) Average GPA – 3.56 (3.54 URM)	Maintain high expectations and guidance with staff and peer advising.
Graduating students for the academic year 2017-2018 placement.	Number of Graduates Number of Graduates placed in Graduate and Professional Degree Programs	Graduates – 55 Placement into Graduate and Professional Programs – 45 (82%) (69%URM)	Work with Graduate schools to provide access to our scholars.
Record number of Meyerhoff Alumni attaining graduate degrees in the sciences	Total number of PhDs Total number of MD/PhDs Total number of Degrees	Total PhDs – 287 (75% URM) Total MD/PhDs – 53 (85% URM) Total Degrees – 822 (77% URM)	Every year more and more students are graduating from programs all across the country. Give support and advising to current Alumni.
Partnership with Sponsors for Educational Opportunity Program (SEO). A free eight-year academic program that gets low-income public high school students to and through college—with a 90% college graduation rate.	Number of Applicants Number of Selection Weekend Invites Number of Offers Number of Acceptances	Applicants – 21 Selection Weekend – 10 Offers – 5 Accepted – 2	Continue working with the SEO Program to recruit more high achieving students.
MARC U STAR – Increase participation of underrepresented (UR) undergraduate students at UMBC in biomedically related fields with the objective of attending a PhD or MDPhD program upon the completion of a bachelors degree	We have 40 slots with 20 juniors and 20senior year. We measure graduation rate, STEM major and acceptance and matriculation into graduate MDPhD and PhD programs. In 2018 of the 19 graduates 18 enrolled in PhD or MDPhd programs (95%).	Since the inception in 1998 we have had 440 trainees with a matriculation rate in graduate programs of 70 %.	Recruitment of students with disabilities. Aim for a 100% matriculation rate to graduate school.

Table 2: Reporting of Goal.

Table 2 USM Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus. UMBC Goal 2 (from 2018 Diversity Plan): To provide conditions for personal success. UMBC Goal 3 (from 2018 Diversity Plan): To provide a culture of safety, inclusion and respect			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:	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
<ul style="list-style-type: none"> • faculty and staff cultural training programs; • Curricular initiatives that promote cultural diversity in the classroom, and • Co-curricular programming for students. 			
Faculty Diversity and Faculty Development Center - Help instructors make their classrooms welcoming for all students	Maintain online resources and conduct workshops 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. These pages are updated as new resources become available. In 2017-18 a faculty workshop was held on Inclusive STEM Teaching, and a faculty book discussion dealing with helping students reclaim cognitive resources lost to poverty, racism, and social marginalization.	Continue tailoring resources and workshops based on needs of our faculty and students

Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: <ul style="list-style-type: none"> • faculty and staff cultural training programs; • 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
Graduate School - Success Seminars, sponsored by PROMISE: Maryland's AGEP and The Graduate School, including co-sponsored events with the ADVANCE network for women faculty. Seminars also include holistic professional development such as financial literacy, with topics that include attention to issues such as unsavory lending practices toward underrepresented groups, implicit bias in the institution and in the workplace, cultural taxes, and more	Sponsored approximately 20 seminars and events in 2017-2018. 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 atTrack 70-100 students, and smaller seminars atTrack 20-30 participants.
The Summer Success Institute, sponsored by PROMISE: Maryland's AGEP, intended to increase significantly the number of domestic students receiving doctoral degrees in the sciences, technology, engineering, and mathematics (STEM), with special emphasis on those population groups underrepresented in these fields (i.e., African-Americans, Hispanics, American Indians, Alaska Natives, Native Hawaiians or other Pacific Islanders).	Two days of programming in August, including activities connected to Dissertation House and the Bridging conference co-hosted with the USM LSAMP group. We ask questions during registration process and have evaluations for select sessions during event. The 2017 SSI workshops focused on science communication, preparation for leadership, and academic success.	In 2017, the # of participants who completed the survey was 86. 92% stated that the program provides them with a stronger sense of identity as a scholar. SSI invests in bringing "Mentors-in-Residence" to the event – these are faculty and leaders of color who are already role models in their respective fields.	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.
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 interventions and highlight program success. PROMISE uses the hashtag #ThinkBigDiversity as a retention tool.	Between Jan 1, 2016 - May 23, 2018, there were 32,684,047 impressions, 9,750 posts, and a reach of 2,884,293.	The hashtag will continue to be used, and there will be retention-based campaigns around it in summer 2018. There will also be additional examination of the analytics.
Human Resources - Preventing and Responding to Hate/Bias/Climate Concerns (HR Diversity Learning Track; 9/29/17)	Participant survey to measure before and after knowledge, skills, and abilities related to the following learning objectives: greater understanding of restorative justice, restorative theories, principles, and how practices can be used to transform how we prevent and respond to hate/bias/climate concerns at UMBC. This session is open to all UMBC faculty, students and staff.	18 attended (7 staff, 11 students). Of these, 5 responded to survey. Prior knowledge: 0% reported excellent prior knowledge; 40% above average; 40% average prior knowledge; and 20% below average, skills and abilities related to objectives. Knowledge post-session: 33% reported above average; and 66.67% reported average.	66.67% of respondents rated overall course content above average and 33.33% average. Attendees recommended more group conversation.
Misperceptions and the Media (HR Diversity Learning Track; 10/24/2017)	Participant survey to measure before and after knowledge, skills, and abilities related to the following learning objectives: heightened awareness about how race, power, and privilege and how the media feeds into our collective unconscious thinking, as well as learning strategies on how to observe the media differently and be able to challenge the 'facts.'	18 attended (15 staff, 1 faculty, 2 students). Of these, 11 responded to survey. Prior knowledge: 27.27% reported excellent prior knowledge; 54.55% above average; and 18.18% average prior knowledge, skills and abilities related to objectives. Knowledge post-session: 75% reported excellent; and 25% reported above average.	75% of respondents rated overall course content excellent and 25% above average. Attendees recommended a symposium and more Q&A.

Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: <ul style="list-style-type: none"> • faculty and staff cultural training programs; • 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
Unearthing Unconscious Bias (HR Diversity Learning Track; 12/1/2017)	Participant survey to measure before and after knowledge, skills, and abilities related to the following learning objectives: what unconscious bias is, how it shows up at home, in the workplace and particularly in our higher education environment, and ways to confront our own biases as well as illuminating and effectively confronting those of others.	23 attended (20 staff, 3 faculty). Of these, 14 responded to survey. Prior knowledge: 28.57% reported excellent prior knowledge; 35.71% above average; 28.57% average; and 7.14% below average prior knowledge, skills and abilities related to objectives. Knowledge post-session: 16.67% reported excellent; 75% reported above average and 8.33% average.	45.45% of respondents rated overall course content excellent, 36.36% above average and 18.18% average. Attendees recommended a longer, more in-depth session
Allyship: Supporting our LGBTQ+ Community (HR Diversity Learning Track; 1/23/2018)	Participant survey to measure before and after knowledge, skills, and abilities related to the following learning objectives: increased understanding around how it manifests in personal and professional life (particularly in our higher education environment); learn applied strategies for confronting our own biases as well as effectively confronting those of others (particularly around judgment and decision-making processes).	11 attended (6 staff, 5 faculty). Of these, 9 responded to survey. Prior knowledge: 33.33% reported excellent prior knowledge; 44.44% above average; 28.57% average prior knowledge, skills and abilities related to objectives. Knowledge post-session: 37.50% reported excellent; 37.50% reported above average and 25% average.	62.50% of respondents rated overall course content excellent and 37.50% above average. Attendees recommended a longer, more focused session and offering a part II session.
ACIREMA: Understanding the International Student Experience (HR Diversity Learning Track; 2/14/2018)	Participant survey to measure before and after knowledge, skills, and abilities related to the following learning objectives: enhanced understanding regarding the multitude of hurdles that international students face in their quest for a U.S. education; increased ability to relate and be helpful in working with international students; enhanced empathy and understanding and decreased judgment.	17 attended (17 staff). Of these, 13 responded to survey. Prior knowledge: 15.38% reported above average prior knowledge; 53.85% average; 23.08% average; and 7.69% poor prior knowledge, skills and abilities related to objectives. Knowledge post-session: 16.67% reported excellent; 66.67% reported above average and 16.67% average.	66.67% of respondents rated overall course content excellent and 33.33% above average. Attendees recommended including international students as facilitators.
Intercultural Development (HR Diversity Learning Track; 5/10/2018)	Participant survey to measure before and after knowledge, skills, and abilities related to the following learning objectives: Definition of terms and exploration of the IDI questionnaire results (a statistically reliable and rigorously validated 50-item questionnaire designed to measure intercultural competence at the individual, group and organizational levels); increased awareness and understanding of basic and intermediate concepts related to intercultural communication; development of skills designed to improve their interactions across cultural difference..	18 attended (18 staff). Of these, 11 responded to survey. Prior knowledge: 54.55% reported above average prior knowledge; and 45.45% average; prior knowledge, skills and abilities related to objectives. Knowledge post-session: 9.09% reported excellent; 81.82% reported above average and 9.09% average.	36.36% of respondents rated overall course content excellent; 36.36% above average; and 27.27% average. Attendees recommended more practical examples and personalization.
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	195 students attended in Fall 2017 compared to 231 student attendees in Fall 2016. 33 employers participated in Fall 2017, full capacity for event.	Develop more effective/efficient method to collect hiring data from employers.

Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: <ul style="list-style-type: none"> • faculty and staff cultural training programs; • 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
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	76 students attended the Spring 2018 conference compared to roughly 100 in spring 2017.	Continue to increase student participation.
Campus Life 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.)
Campus Life Student Staff Training – Multicultural Competence	Post-training evaluation administered to measure: Presenter satisfaction; what students wanted to learn more about related to topic	96% of participants reported that they can identify at least one facet of their own identity; 94% reported that they understand how their identity impacts their work; 98% know at least one resource provided through the Mosaic and/or Women's Center	Integrate recommendations into training based on qualitative responses from participants.
Resident Advisor Fall Training Program- 3 Hour session on Multicultural Awareness for all Resident Assistant, Desk Staff and Desk Managers conducted by Dr.Kimberly Moffit.	Student staff survey administered to measure: Satisfaction with training; Knowledge gained; Ability and confidence to use knowledge gained	211 students attended.	TBD based upon analysis and interpretation of data.
Mosaic Diversity Presenter (MDP) Workshops and Facilitated Discussions – Topics included: Communicating Across Difference, Multiculturalism and Inclusion, Diversity Awareness Social Identity-based allyship and advocacy, Diversity Awareness	Post-Discussion/Workshop Participant Surveys measured satisfaction	Data from Fall 2017: 84.5% of participants believe that CSJ is improving UMBC's campus climate regarding social justice issues; 67.1% of participants believe that there are sufficient opportunities to learn about social justice issues at UMBC.	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.
4 Staff Development Workshops focused on Diversity/Inclusion topics. Topics included; Understanding Islam and Working with Muslim Students, Growing up Trans, Black America Since MLK (video & discussion) Part 1 & 2; Disability Services and Counseling Services	Meeting attendance tracked through Google calendar.	Analysis of survey data in progress.	TBD based upon analysis and interpretation of data.
Held a faculty breakfast and hosted Tawny McManus, director of the Office of Accessibility and Disability Services, to speak on how best to prepare and support students with disabilities as they pursue professional experiences through internships.	Post-event participant surveys administered to measure Satisfaction Knowledge gained Comfort with content	Approximately 30 participants completed all 4 sessions of training. Survey data indicated that all respondents reported gains in knowledge. 86% of respondents reported interest in continued participation.	Engaging more staff. Providing opportunities for engagement. On-going community development of this group.
Trans Support Group is a semester-long, emotional support group for UMBC students who identify as trans, genderqueer, gender fluid, non-binary, bigender, and/or those who are questioning their gender identity. This is a student-centered group to explore gender identity as well as gain support from peers on issues that may impact trans college students experience	Faculty and staff attendance	Over 20 faculty and staff attended the event, materials to help support students were shared	Continue to develop ways to better support students.

Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: <ul style="list-style-type: none"> • faculty and staff cultural training programs; • 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
Commuter Assistants, in collaboration with the Women's Center and the Mosaic Center, hosted a commuter connection event called, "Unity and Diversity," focused on understanding multiple demographic identities including, race, gender, sexual orientation, religion, etc.	Number of total participants; Number of total sessions	Approximately 7 student participants For 18 sessions	Continue to increase student participation.
Campus Life – Mosaic Center. Safe Zone Program Workshops on Sexual Orientation, Gender Identity and LGBTQ Allyship	No current metrics to measure effectiveness of online myUMBC posts or hard copy flyers.		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.
Campus Life - Mosaic Center. Deferred Action for Childhood Arrivals (DACA) Information Session in Fall 2017; DACA and Temporary Protective Status (TPS) Info Session and Student Panel in Spring 2018.	Post-event participant surveys administered to measure: satisfaction; knowledge gained; and support perceptions.	Analysis of post-workshop survey data in progress.	Initial survey and anecdotal data reveals that additional online and in person academic and student support resources are needed for these populations. Full needs TBD based upon further 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);	Event attendance tracked through event sign-in	No metrics to assess the awareness month as a whole currently under development; individual events are assessed through attendance tracking and event surveys	
Women's Center hosts one-time events on variety of issues related to diversity and cultural awareness (e.g. Trans In College Panel, Trans After College Panel, Roundtable Series + Knowledge Exchange; Take Back the Night, etc.)	Event surveys/assessment	100% of survey respondents agreed that "As a result of this roundtable/knowledge exchange, I believe that I can engage in a conversation about why this is a social justice issue." (n = 80) 93% of TBTN 2018 respondents reported increased understanding of sexual assault, and 70.2% indicated increased knowledge of resources available (n=57)	Continue to increase campus community participation and awareness of these events; for larger events increase the evaluation participation rates
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 indicated feelings of campus-based engagement, belonging, or empowerment as a result of group discussion and membership	Attendance at this discussion-based programs vary and are often inconsistent and may benefit from more formal assessment to help re-shape or brand this programming

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
<p>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 through year in presentations on campus. Member of the Campus Climate Workgroup that monitors the pulse of the campus as it relates to issues of diversity and inclusion.</p>	<p>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. In 2016 the Police received 3 reports of hate crimes and those numbers increased in 2017, this was consistent with trends across the country since the Presidential election. This led to the work of the Campus Climate workgroup that concentrated on education and communication to our marginalized groups. 2018 has seen no hate crimes or incidents to date.</p>	<p>Increased representation of women on Police Force by 33%. 2018 saw the addition of another minority officer. Promoted minority officer to rank of Sergeant in 2017. Hired minority Director of Parking in 2017. Police received zero biased-based complaints against officers in 2015-2017. Conducted 24 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.</p>	<p>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</p>
<p>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.</p>	<p>Like Sexual Assault hate crimes are generally underreported, especially within the LGBTQ community where reporting can “out” an individual who is not openly identifying as a member of the community. Creating an environment on Campus where members of the community are comfortable reporting.</p>	<p>The number of reported crimes involving members of the LGBTQ community would increase.</p>	
<p>Police Department has instituted number of programs and priorities to maintain an 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</p>	<p>In 2017 and 2018 the UMBC Police actively recruited for new hires within the LGBTQ community. This included publications and websites frequented by the community as well as liaising with the Metropolitan Police LGBTQ unit.</p>	<p>The recruitment and hiring of an officer/employee who self identifies as a member of the LGBTQ community.</p>	<p>Recruiting efforts need to be expanded and enhanced.</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
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	In FY17, 123 students, faculty, staff attended Supporting Survivors workshop. FY18 numbers increased with a total attendance through April 2018 of 173 for an increase for 50 more workshop participants. In FY18 Supporting Survivors workshop participants report feeling on average 22% more confident in their ability to create a survivor-responsive campus	Reaching a greater number of students, faculty, and staff to attend our workshops

UMBC

DIVERSITY PLAN



MARCH 4, 2009

FOREWORD

This report was prepared under the leadership of the following committee appointed by Dr. Elliot Hirshman, Provost and Senior Vice President for Academic Affairs:

Dr. Antonio Moreira, Vice Provost for Academic Affairs (Chair)
Dr. Marilyn Demorest, Vice Provost for Faculty Affairs
Mr. Elmer Falconer, Director of Employment/Labor Relations
Ms. Lisa M. Gray, Assistant Director, Cultural and Religious Diversity
Dr. Lasse Lindahl, Chair, Department of Biological Sciences
Dr. Patrice McDermott, Chair, Department of American Studies
Ms. Adrienne Mercer, Director of Human Relations
Ms. Yvette Mozie-Ross, Assistant Provost for Enrollment Management
Dr. Janet Rutledge, Interim Vice Provost for Graduate Education
Ms. Valerie Thomas, Associate Vice President for Human Resources

An initial draft was circulated for review and feedback to the President's Council, the Faculty Senate Executive Committee, the Professional Staff Senate, the Nonexempt Staff Senate officers and the President's Commission for Women.

UMBC DIVERSITY REPORT AND STRATEGIC PLAN

I. Introduction

The University of Maryland, Baltimore County (UMBC) has established a commitment to diversity as one of its core principles for the recruitment and retention of faculty, staff and students. Founded in 1966, UMBC is a selective, historically-diverse, public research university with a total student enrollment of 12,268 for Fall 2008.

Diversity is defined at UMBC in its fullest scope, embracing not only racial and ethnic groups and individuals who are or have been underrepresented in higher education, but also including religious affiliation, sexual orientation and gender identity, disability, foreign nationality, non-traditional student status, and other important characteristics. Such a vision for diversity is well embedded in UMBC's mission as demonstrated by the following statements excerpted from the campus mission statement.

- a) "UMBC cooperates with other educational segments in Maryland and collaborates with other USM institutions to provide access for citizens to high-quality educational services and to meet the educational, economic, and cultural needs of Maryland. The University is sensitive to the needs of non-traditional, evening, international and part-time students."
- b) "UMBC is committed to diversity at all levels and seeks to create a campus community rich in intellectual, cultural, and ethnic diversity."
- c) "UMBC expects to continue to attract private and public funding to facilitate the success of minority students in the sciences and engineering."
- d) "Recognizing that we are part of an international community, UMBC will continue to strengthen and support programs and activities that promote cross-cultural understanding and global perspectives."
- e) "UMBC possesses a strong and diverse faculty (...)."
- f) UMBC has identified among its institutional objectives and outcomes strategies to:
 - 1) Promote cutting-edge research, creative activity, and high quality graduate education (...) by strengthening support for a high quality and diverse faculty.
 - 2) Build on the University's historical commitment to diversity and cultivate a sense of campus community.

As a reflection of its commitment to diversity, UMBC has developed a myriad of programs and initiatives that provide the substantive and real embodiment of this commitment. By establishing activities such as The Meyerhoff Scholarship program, the UMBC ADVANCE program, the PROMISE Alliance, and the ACTiVATE Entrepreneurship program, among others, UMBC has achieved national recognition as a model campus for its diversity initiatives. UMBC is ranked second nationally as

most diverse university by the *Princeton* Review. These activities have been framed under four overarching commitments which are captured in the following statements:

- 1. To ensure access to educational and employment opportunities for a diverse student, faculty, and staff community;**
- 2. To provide conditions for personal success;**
- 3. To provide a culture of inclusion and respect; and**
- 4. To encourage and support development and advancement.**

In this document, we describe the initiatives ongoing at UMBC that represent the campus diversity plan and delineate our ideas for continued improvement in future years.

II. Summary of Current Diversity Initiatives

This section describes in a comprehensive, although not exhaustive, list the diversity initiatives that are ongoing at UMBC. The activities are described for faculty, staff, students and outreach populations although many activities do impact more than one community. The campus procedure for reporting campus-based hate crimes is also summarized.

A. Faculty Diversity Initiatives

- **UMBC Faculty Diversity Recruitment Initiative.** This comprehensive program includes mandatory diversity recruitment training for search committees, submission of written department diversity recruitment plans, deans' review of plans and composition of search committees, resources for targeted recruitment, and implementation reports prior to authorization of candidate campus visits.
- **Department Diversity Plans in Science, Technology, Engineering, and Mathematics (STEM).** All academic departments within the College of Natural and Mathematical Sciences and the College of Engineering and Information Technology have individual department diversity plans which track faculty composition, advancement, and retention and address the particular challenges of diversity recruitment in their specific field.
- **Targeted advertisement for faculty from underrepresented groups is conducted at the national level through print publications such as *Diverse: Issues in Higher Education* and electronic venues such as *DiverseJobs.com*. UMBC also uses Affirmative Action Emails from *HigherEdJobs.com* to publicize faculty positions to applicants seeking institutions that are recruiting with**

affirmative action plans or diversity plans. In addition, search committees use personal/professional networks and trips to targeted conferences to identify and recruit candidates from underrepresented groups.

- Family Support Plans. UMBC's *Policy on Family and Medical Leave for Faculty* actively promotes a flexible approach to family support and includes development of a support plan in anticipation of a major change in the faculty member's family responsibilities. This policy has been particularly effective in assisting women in the STEM disciplines to meet both their family and professional obligations.
- Family Leave and Faculty Recruitment. UMBC's *Family Leave Policy* is publicized to all candidates for full-time instructional faculty positions. A brochure describing options available to faculty members is given to each candidate by the Vice Provost for Faculty Affairs during the candidate's interview. The policy is particularly effective for recruiting female faculty members in the STEM disciplines, but is implemented without regard to gender or discipline.
- Faculty Horizons: A Summer Workshop for Aspiring Faculty in Science, Technology, Engineering, and Mathematics (STEM). This recruitment and professional development program, hosted by UMBC for the past five years, targets women and underrepresented minority advanced graduate students, post-doctoral researchers, and junior faculty in science, technology, engineering, and mathematics.
- Welcome Fellowship Grants. The Maryland Higher Education Commission (MHEC) administers a competitive fellowship program for new tenure-track faculty from underrepresented minority groups, and UMBC has successfully competed for these awards for the past several years. Each award provides \$20,000 to support the faculty member's research and scholarship over their first three years as an Assistant Professor.
- ADVANCE Program. This program is funded by the National Science Foundation and its overall goal is to make profound changes in policies and practices that affect the recruitment, selection, promotion, and transition of women faculty in the STEM fields to leadership positions at UMBC whereby women will be represented in the departments and will reflect the diversity of the UMBC student body.
- ADVANCEment Workshops. The UMBC ADVANCE Program, in collaboration with the UMBC Faculty Development Center, offers targeted professional development workshops which focus on issues of interest to women and minority faculty.
- Women in Science and Engineering (WISE). WISE is an informal affinity group of faculty members who meet monthly to discuss topics of interest,

especially those related to “surviving and thriving in STEM.” WISE provides STEM women with a network of support and informal peer mentors.

- Recruitment of Women in STEM. Women in Science and Engineering (WISE) faculty members meet informally with women faculty candidates in the STEM disciplines as part of our efforts to diversify the faculty with respect to gender.
- Faculty Sponsorship Committee. Women in Science and Engineering (WISE) convenes a faculty advisory group each year to provide clear guidance to STEM women and minority faculty in support of impending tenure and promotion reviews.
- Faculty Mentoring. Academic departments are expected to work with each newly hired full-time faculty member to create a Faculty Development Plan that will help the faculty member meet the department’s performance expectations. Probationary reviews of new faculty members must report on these plans to the dean and the provost. Departments are also encouraged to develop mentoring programs that provide a structured approach to peer mentoring.
- ADVANCE Education and Awareness Workshops. The UMBC ADVANCE Program, in collaboration with the UMBC Faculty Development Center, offers diversity-specific education and awareness workshops for chairs and faculty mentors.
- Evaluation of Deans and Chairs. The provost’s annual review of the deans and the deans’ reviews of chairs include a mandatory evaluation of activities and initiatives that support and promote the diversity mission of the university.
- Women Involved in Learning and Leadership (WILL) Program. The WILL Program at UMBC engages students, faculty, and student affairs staff in a learning community that promotes academic excellence, leadership development, career exploration, and civic engagement for women.

B. Staff Diversity Initiatives

In an effort to build and maintain an environment that prohibits discrimination and promotes a culture of equal opportunity, inclusion, and respect for all members of the UMBC campus community, the UMBC Human Resources and Human Relations departments have implemented the following strategies:

- Educating, designing and implementing programs, workplace practices, policies, and procedures to prevent illegal discrimination in employment, or admission to and participation in educational programs and activities on the

basis of race, color, national origin, ethnic background, ancestry, sex, disability, age, marital status, sexual orientation, veteran's status, or religion.

- ☐ Ensuring that all recruitment, selections, and personnel transactions are conducted in conformity with federal, state, and local laws and regulations as they apply to equal employment opportunity.
- ☐ Attending relevant job fairs and advertising in various newspapers, internet websites, and professional journals that reach diverse audiences.
- ☐ Providing relevant best practices education for campus search committees. This includes non-discriminatory application evaluation, interviewing, and selection. In addition, all search committees are required to provide the Human Resources office with documentation that identifies the search committee diversity demographics, and the identification of all advertising media.
- Annually developing and monitoring the University's Affirmative Action Plan (AAP) to track employment-related actions and progress towards placement and advancement goals for minority and female applicants and employees.
- ☐ Establishing and maintaining non-discriminatory compensation and classification practices.
- ☐ Publishing procedures for filing grievances and discrimination complaints, including sexual harassment and ADA violations. Faculty, staff and students may resolve interpersonal conflict through a variety of campus portals. The Center for Mediation and Conflict Resolution provides additional opportunities for proactive conflict resolution through mediation, conflict coaching, education and training, creative problem- solving, facilitation and referrals.
- ☐ Providing leadership and interpersonal skills education and training for all UMBC management and supervisory personnel.

The UMBC's President's Commission for Women has also undertaken several initiatives related to faculty and staff diversity efforts. Some examples include:

- Beginning in 2007, the President's Commission for Women worked with the Office of Human Resources to report salaries for staff with comparable positions and years of service according to gender. This report will now be generated annually and evaluated for possible gender wage inequities across campus.
- The President's Commission for Women solicits nominations for an Achievement Award which celebrates people at UMBC who have extraordinarily contributed to work to promote understanding among people of different groups, cultures, and socioeconomic backgrounds and who have

advocated for the elimination of gender inequality. The Achievement Award recipient is recognized during the annual Presidential Faculty and Staff Awards Ceremony, and his/her accomplishments are announced to the campus.

C. Student Based Diversity Initiatives

C.1. Undergraduate Student Recruitment and Retention Efforts

- Established an Admissions Counselor and Coordinator of Multicultural Recruitment position to assist in the development and implementation of a strategic plan for minority recruitment.
- Established a Hispanic/Latino Admissions Advisory Group to inform the recruitment and outreach strategies to attract qualified Hispanic/Latino students. Advisory Group consists of representatives from faculty, Hispanic Student Associations, Student Affairs (Mosaic Center), Marketing, Alumni and Admissions.
- Host annual Reception for Talented African-American High School Students to recognize accomplishments of high school sophomores and juniors and to provide opportunity for students and families to learn more about UMBC. Event held on-campus.
- Host annual Reception for Talented Hispanic/Latino High School Students to recognize accomplishments of high school sophomores and juniors and to provide opportunity for students and families to learn more about UMBC. Event held in Montgomery County.
- Established Transfer Student Alliance (TSA) programs with Montgomery College and Community College of Baltimore County to identify outstanding students early in their academic careers who intend to matriculate at UMBC, including UMBC@Shady Grove, upon completion of their Associate's degree. Participants benefit from combined programmatic efforts and discounted concurrent enrollment. Upon successful completion of the program, participants receive priority orientation/registration, guaranteed upper class housing, and \$1,500 merit scholarship.
- Established a campus-wide Articulation Workgroup to facilitate the development of 2+2 program articulation agreements with community college partners. These agreements serve in easing the transition of students from the 2-year to 4-year program and facilitating timeliness to degree completion. Partnerships/agreements signed or currently under development include Information Systems, Management of Aging Services, Social Work, Health

Administration and Policy, Emergency Health Services, Psychology, Political Science and the Honors College.

- Partner with CollegeBound Foundation, a pre-college program, to introduce students to opportunities for study at UMBC. Campus visits, application fee waivers and scholarships are among the partnership agreements.
- The Learning Resources Center offers a variety of tutoring and success programs and resources for all UMBC students, particularly those of diverse backgrounds. Examples include:
 - Tutoring in the Math Lab and the Writing Center during evening hours.
 - Training tutors in these areas: Building Intercultural Communication and Relationships, Tutoring Students with Disabilities, Helping Students Learn to Learn, and Tutoring in a Multicultural and Diverse Environment.
 - Teaching non-traditional and traditional students with an incomplete math background.
 - Using culturally diverse reading assignments.
 - Working with International Education Services to be able to hire student assistants and tutors who need Social Security Cards.
 - Hiring tutors who reflect the diversity of the UMBC student body.
- The Women's Center addresses the needs of visitors which may not otherwise be met by other offices on campus, including returning students and student/faculty/staff who are parents, international students overwhelmed by the campus environment, lesbian, gay, bisexual and transgender (LGBT) community members who are seeking support outside of the scope of the student organization, etc. By providing access to unique services, resources, and facilities, the Women's Center assists a diverse population of students, faculty, and staff in continuing their education despite life experiences and obstacles and/or performing their jobs more effectively and comfortably.
- Meyerhoff Scholarship Program
 - Recruits talented undergraduate students who are interested in promoting minority education. The current demographics of the Meyerhoff Scholars community include 52% African Americans, 22% Caucasians, 21% Asians and 5% Hispanics.
 - Summer bridge to prepare students for UMBC standards.
 - Provides financial and academic support.
 - Provides information about PhD and MD/PhD programs through contacts with and visits from representative with competitive schools.
 - Provides assistance with applications to PhD and MD/PhD programs.
 - Promotes high level academic performance through program culture and “intrusive advisement”.
 - Promotes summer research internships.

- Promotes participation in national meetings. Many students go to the Annual Biomedical Research Conference for Minority Students (ABRCMS).
- Creates community of high performing undergraduates interested in research careers.
- MARC Program (Minority Access to Research Careers) – Supported by grant from the National Institute for General and Medical Sciences (NIGMS)
 - Recruits talented, juniors mainly from underrepresented minorities groups– open to all students interested in promoting minority education.
 - Provides scholarship and covers most tuition and fees (juniors and seniors).
 - Promotes high level academic performance through program culture and “intrusive advisement”.
 - Requires year-round participation in research.
 - Provides information about PhD and MD/PhD programs through contacts with and visits from representative with competitive schools.
 - Provides contacts with directors of T32 NIH training grants.
 - Provides GRE training course.
 - Course in research conduct and ethics.
 - Provides monthly seminar speakers from around the country for undergraduates.
 - Promotes participation in national meetings. Many students go to ABRCMS and almost all students present papers.
 - Promotes participation by seniors in other meetings, e.g. The American Society for Biochemistry and Molecular Biology (ASBMB) annual meeting – students present posters.
 - Co-sponsor of Undergraduate Research and Creativity Achievement Day at UMBC.
 - Co-sponsor of annual community college transfer day.
 - Creates community of high performing undergraduates interested in research careers.
- Center for Women and Information Technology (CWIT)
 - CWIT supports UMBC’s commitment to diversity at all levels and its efforts to create a campus community rich in intellectual, cultural, and ethnic diversity. CWIT helps the University achieve its regional and national mission by identifying those areas in science, technology, and engineering where women are significantly underrepresented and attracting well-qualified female students to UMBC through special scholarship initiatives such as the CWIT Scholars Program, Bits & Bytes,

and other programs that attract talented high school graduates in technology and engineering.

- CWIT is currently conducting a climate survey among the undergraduate students in the College of Engineering and Information Technology at UMBC. Data is being gathered both through a web survey as well as through focus group discussions. Analysis of the data is expected to be complete by Fall 2009 and will guide future initiatives in the College.
- The Division of Student Affairs has ongoing among its various offices a large number of initiatives supporting diversity.
 - The Office of the Vice President for Student Affairs is currently conducting a benchmarking survey to assess students' perceptions of and experiences in UMBC's diverse learning environment. Data was collected in December 2008 and January 2009 using the Educational Benchmarking Inc. (EBI) Campus Climate Assessment instrument. The overall response rate was 23.4%. Data analysis has just begun so there are no reportable results available yet. Follow-up focus groups are planned for spring 2009 to better understand student perceptions and experiences with diversity.
 - The director of the office of Off-Campus and Transfer Student Services (OCSS) is organizing an Achievement Gap Roundtable to explore initiatives to promote academic success and achievement of African American male transfer students.

The Achievement Gap Roundtable works with faculty, staff, student mentors and offices such as Student Support Services, Admissions, Sociology, Institutional Research and Meyerhof scholars/coordinators to recommend strategies and outreach support for incoming African-American male transfers from economically disadvantaged communities. The OCSS Transfer Student Network works with adult learners, evening and part-time students by providing Transfer Peers, outreach resource tables and mentoring through the Good Evening Commuters Program. It is working in conjunction with the UMBC Chapter of Tau Sigma, and in cooperation with the Transfer Student Alliance program to offer academic enrichment and transition support for incoming transfer students.

Commuter Connection - The objective of the Commuter Connection is creating a space for commuters to connect with each other and feel welcomed on campus. Commuter Connection peers follow-up directly with incoming first-year students, serve as advocates and organize monthly social events as well as weekly outreach.

- The Residential Life Office through its student staff selection process has a commitment to creating a staff that is reflective of the UMBC community.

- With roommate and community agreements, students are able to create standards that are agreeable to all students living in a shared space. This creates an environment where everyone has the opportunity to create a learning environment in which they will be a successful student.
- Starting in 2008, a gender neutral housing option was offered to meet the needs of transgendered students.
- Most of our community buildings are ADA accessible.
- During the first 6 weeks of school each community promotes at least one multicultural exploration program, allowing students to explore opportunities in their community to experience diversity.
- Through the development of programmatic curriculums each community staff is able to develop programs that are specific to the needs of that population. This is based off demographics, observations made during the first 6 weeks of school, Chickering's theory of development and the Student Affairs learning objectives.
- By promoting the Community Living Principles, standards set and encouraged at the start of each year, students are encouraged to create a community where all of its members feel included, respected and as though they belong. The Community Living Principles, created by students in 2003 are: Live and Study with Integrity, Seek to Understand Others, Cooperate and Compromise, and Take Action to Improve Your Community.
- During student staff training each year a variety of opportunities are offered to further develop and advance multicultural competencies, so they can better serve the student population they work with. This also allows them to further encourage and support the advancement of the students on their floors.
- In July 2006, the Office of Student Life hired a full-time Assistant Director for Cultural and Religious Diversity position to work with a part-time Graduate Coordinator to oversee and direct the Mosaic: Culture and Diversity Center and the Interfaith Center. These positions work with a paraprofessional student staff, student organizations, student affairs and academic departments to create diversity and social justice educational programs, events, and training for the campus community.
- The Leadership Consultants Program is a year-long leadership development program that trains a select group of UMBC students about leadership and to be leadership educators and facilitators on campus.
- The Director of Student Life serves as the Co-Chair for Fall and Winter Welcome Week Planning Committee. Welcome Week Diversity-Related Programs include:

- R.E.S.P.E.C.T (Annual Welcome Week Lecture/Presentation) – Dr. Maura Cullen, a motivational speaker presents a thought-provoking speech in this time of political correctness.
- Latino Student Program (Meet & Greet Reception)
- Asian Student Program (Meet & Greet Reception)
- Experience IT (Campus-Wide Diversity Meet & Greet Reception)
- Civic Imagination and Social Entrepreneurship Class team taught by the Coordinator for Leadership and Engagement Initiatives in cooperation with the Sondheim Public Affairs Scholars Program Assistant Director.
- Various Student Events Board (SEB) and Student Government Association (SGA) Student Coordinated Events that are open to the entire campus community and occur throughout the year (SEB advised by the Coordinator for Major Events and Programs, SGA advised by the Coordinator for Leadership and Engagement Initiatives).
- The University Counseling Center has Campus Outreach Programming (presentations and facilitated discussions in residence halls, academic classes, student organizations, and faculty/staff groups) by request.
- The Annual Diversity Recruitment Event (Co-sponsored by the National Society of Black Engineers) - A recruitment event open to and marketed to all students. It provides networking opportunities for undergraduate, graduate students and alumni. A guest speaker also presents on relevant career survival topics pertinent to our diverse students including students with disabilities.
- Career Services Center (CSC) Website - Linked from the CSC website is a plethora of information and resources organized according to services and programs (career exploration, job search and skills development, grad. school information), events, campus resources and on-line resources that would be useful for diverse populations. The CSC has a webpage and links dedicated to special needs students, women, Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) students, and international students. The website also links to relevant resource information and networking opportunities, as well as well as information on companies designating themselves as LGBTQ-friendly.
- CSC Website - Hi-Tech Career Fair - CSC coordinates the campus-wide registration for this event, which is sponsored by Career Communications Group. Geared toward STEM, business and health-related majors, this event is an excellent opportunity for students to advance their job search, network with top employers, acquire internships and explore graduate education. This event is open to all students.

- UMBC McNair Program/Meyerhoff Scholarship Program - CSC provides on-going workshops (resume and curriculum vitae development, services overview) to students participating in the McNair Scholars programs. CSC also provides career workshops on an as-needed basis for students enrolled in the Meyerhoff Scholarship Program.
- First Year and Sophomore Students - Career Timeline: The CSC has a “Career Timeline” that is readily distributed at campus-wide and Admissions events. The timeline informs these students of available resources for first and second-year students. It also gives specific career goals for each academic year.
- First Year Experiences (FYE) and Introduction to an Honors University (IHU) - CSC regularly presents topics of interest to FYE’s and IHU’s throughout the year. In the summer of 2008, career services facilitated a one day dependable strengths program for the Summer Bridge program.
- Transfer/Commuter Students - Workshops and Seminars: Each semester CSC provides a variety of career workshops and seminars offered in conjunction with the Off-Campus Student Services and the Transfer Student Network. Evening hours are offered each Tuesday until 7:00 p.m. to accommodate commuter students with demanding schedules.
- The Commons recently developed the Social Justice Lounge. It will enable the Commons Advisory Board, composed of students and student leaders, along with other campus offices and student organizations, a passive programming space with display opportunities. The broader use of this space will encompass diversity-related displays and education.
- UMBC Transit's current fleet purchases are handicap accessible.
- UMBC Transit provides audio versions of the bus schedule for visually impaired clients.
- Women’s Health Seminars – A one hour informative discussion with female students who are receiving their first gynecological exam at University Health Services (UHS). Topics discussed with women include procedures and expectations for the exam, STIs, contraceptive information, etc.
- World AIDS Day – The Office of Health Education and the Peer Health Advocates collaborate with other groups on and off campus to educate the entire UMBC community about HIV/AIDS. Although African Americans are not the only student group targeted, there is specific information and programs targeted to this population due to the large number of African Americans infected with HIV/AIDS. Although Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) students are not the focus, they are a

group that heavily attends these events, and special programs are done for this population.

- Alcohol Edu – An online alcohol education course that all incoming UMBC freshmen must complete.
- The Naked Roommate – An interactive program for residential students which gives them scenarios about the difficulties of living with others.
- Surviving the Freshmen 15 – A nutrition program targeted for freshmen students.
- Student Peer Health Advocates participate in approximately 10-15 IHU courses each Fall semester. Presentation topics include UHS services, nutrition, stress management, etc. Sample programs planned by the Peer Health Advocates include: Sexual Jeopardy – An interactive game with questions about sexual health issues; Sex in the Dark – This program allows students to write down any questions they have about sexual health on index cards, which are then collected and read with a flash light to provide anonymity, a modified version focuses on LGBTQ students when requested.
- Student Peer Health Advocates participate in “Good Morning Commuters” every semester. They provide information about safety on and off campus, as well as health resources for transfer and commuter students.
- Office of Health Education is designated as a Safe Space for LGBTQ students. The Assistant Director completed Safe Space Training. In addition, Health Education staff and Student Peer Health Advocates actively participate in UMBC Talks, a discussion about diversity issues on UMBC’s campus. Health Educators and Peers facilitate many discussions about diversity issues and health related topics.
- UMBC is a member institution of the Leadership Alliance (LA). The mission of the LA is to increase the number of underrepresented racial and ethnic minorities in the academy as educators, leaders and decision makers.

In summer 2008, a milestone in the history of the LA was celebrated: more than 100 of the students who began in the programs as undergraduates have obtained either a PhD (106) or an MD/PhD (10). A recently held symposium highlighted these doctoral scholars; a Meyerhoff Scholar was one of the honorees.

The flagship program of the LA is the Summer Research Early Identification Program that focuses on introducing undergraduate students to the world of academic careers by real-world research experiences at competitive research institutions that are a part of the LA.

Since 1995, the LA National Symposium has been the common meeting place of Alliance-affiliated undergraduates, graduate students, and faculty/administrators. The Symposium provides presentation experiences for all undergraduates, professional development mentoring, a graduate school recruitment fair & exposure to underrepresented role models.

LA graduate and postdoctoral activities include pre-doctoral fellowships, dissertation fellowships and the Emerging Ph.D. Yearbook.

C.2. Graduate Student Recruitment and Retention Efforts

- Graduate Horizons – Bring approximately 50 underrepresented minority students from around the country and Puerto Rico to visit UMBC for a weekend of workshops on the graduate school process and visits to academic departments.
- PROMISE is Maryland's Alliance for Graduate Education and the Professoriate program, an alliance among UMBC, UMCP, and UMB. Led by UMBC, it uniquely serves the needs of graduate students across three campuses through activities that range from retreats, seminars, and conferences, to informal discussions during breakfast. The services and programs of PROMISE are open to all graduate students who are seeking or interested in obtaining the PhD, regardless of discipline. The focus of the services and programs is geared toward one of the goals of PROMISE: To increase the numbers and diversity of Maryland's graduate student population in sciences, technology, engineering, and math (STEM) fields. The services and programs of PROMISE will always reflect this goal. PROMISE seeks to increase diverse representation by designing programs that will successfully cultivate new students from diverse ethnicities; and facilitate retention, successful graduation through the PhD, and preparation for the professoriate.
- Attend undergraduate research presentations at conferences of organizations and universities that attract a diverse student body. Examples include: National Society of Black Engineers, Society for the Advancement of Chicano and Native American Scientists, McNair Scholars, American Indian Science and Engineering Society, National Society of Black Physicists, Universidad Metropolitana (Puerto Rico).
- Talk with students at their posters/presentations about opportunities for graduate study at UMBC. Serve on panels about graduate school.
- Identify potential students from available lists and from colleagues across the country.

- Provide application fee waivers to several groups such as McNair Scholars and Project 1000 applicants.
- Work with graduate admissions committees in each program to tailor their recruitment activities.
- Graduate Student Dependable Strengths Training: The Career Services Center offers a two-day strengths assessment training course for current graduate students. All CSC Career Specialists are trained facilitators.
- Career Seminars: CSC has offered for the past several years a job search and networking seminar targeting graduate students. This program has been offered in collaboration with the PROMISE Program. Within the Career Services Center, there is a designated liaison to the UMBC graduate programs that has a collaborative relationship with the various graduate programs on campus and the Graduate Dean's Office.
- Extended orientation program through the PROMISE program targeted at underrepresented students from UMBC, UMCP and UMB. Incoming students are paired with peer mentors. Workshops include academic study skills and maximizing the relationship with your advisor.
- Graduate Student Success Seminars with four tracks: 1) academic success; 2) developing professional skills (presentations, writing journal papers); 3) Professors in Training; and, 4) life balance.
- PROMISE sponsored activities across the three campuses: Fall Harvest Dinner and celebration of success; January research conference to prepare for presentations at professional society conferences; spring community building retreat; end of the year family picnic and awards ceremony.
- Ph.D. Candidacy Reception to recognize those students who have reached Ph.D. candidacy in the past year.
- Dissertation House – concentrated period of time to work on writing the dissertation with the aid of a dissertation coach. Full-week program held twice per year on campus; weekend program held at spring community building retreat; booster sessions held on selected Fridays throughout the year.
- Thesis/dissertation coaching office hours every Friday.
- Group counseling sessions conducted by the University Counseling Services on general issues and on thesis/dissertation completion.
- Graduate student chapter of the Women in Science and Engineering (WISE).
- The Graduate Student Association receives advisory and funding support through the graduate school via a part-time Executive Director position.
- UMBC is a member of the GEM Consortium and the National Physical Sciences Consortium. Both organizations provide graduate fellowships for underrepresented minorities in STEM disciplines. UMBC provides matching funds.

- The Graduate School works with departments to obtain training grants that target minorities and women and/or promote their participation. Currently have: Graduate Assistance in Areas of National Need (GAANN) from U.S. Dept. of Education; NSF Bridge to the Doctorate; NSF Integrative Graduate Education and Research Traineeship (IGERT); NIH supported Meyerhoff Graduate Program training grant; NIH Chemistry/Biology Interface.
- Many programmatic activities are sponsored through PROMISE: Maryland's Alliance for Graduate Education and the Professoriate (AGEP) funded by the National Science Foundation. Other programs supported through the Ph.D. Completion Project funded by the Council of Graduate Schools.
- UMBC participates in the Southern Regional Education Board (SREB) Dissertation Year Fellowships which strives to increase the diversity of students who earn Ph.D.s and become college and university faculty.
- Academic departments have a variety of student retention efforts, such as:
 - New student orientation.
 - Brownbag seminars that emphasize research techniques.
 - Organization of forum and lectures focusing on topics such as race and immigration and interdisciplinary/multidisciplinary themes.
 - Establishment of graduate student organizations that provide leadership training and a sense of community for graduate students.
- The Meyerhoff Graduate Fellows Program at UMBC began in 1996 with an MBRS-IMSD (Minority Biomedical Research Support – Initiative for Minority Student Development) grant from the National Institute of General Medical Sciences. The program is open to all U.S. citizens and permanent residents with an interest in the underrepresentation of minorities in the biomedical and behavioral sciences.

The purpose and goal of the Meyerhoff Graduate Fellows Program is to increase the number of underrepresented minorities in the biomedical and behavioral sciences that earn PhD degrees and obtain leadership and research positions in academia, government, and industry. To achieve this goal, the NIH-sponsored graduate program efforts are focused on the following objectives: *(i) recruitment; (ii) retention; (iii) academic performance; (iv) research performance; and (v) postgraduate support.*

The program retention rates (91% over the past 4 years; 76% since inception) exceed departmental and institutional averages. To date, 23 Meyerhoff Graduate Fellows have earned Ph.D.'s

C.3. Initiatives for Foreign Nationals

- Working with the International Education Services (IES) office, the CSC addresses the employment preparation needs of international students and ensures that they understand their respective immigration requirements.
- CSC provides individual career counseling for international students by appointment. “Mock interviews” are role-played interviews with a career specialist where the students are coached and given constructive feedback on their interviewing skills. The majority of students participating in the mock interview program are international students. During Career Week, a workshop is presented that focuses specifically on job searches for international students.
- The IES office serves international students and faculty for the duration of their stay at the university. Throughout the academic year, IES staff prepares workshops to help the international population on such issues as travel documentation, understanding immigration regulatory changes, U.S. tax obligations, health insurance needs, among others. The IES office also plans social events and gatherings to ensure that international students feel properly welcomed and confident that UMBC appreciate the intercultural richness they bring to our community.
- Commons Administration and Transit
 - The international flag display, which the Commons created, is a daily reflection of our campus national origin diversity. The display is updated periodically to reflect the current countries of origin within the present population.

C.4. Outreach Initiatives

- Alumni Dependable Strengths Training Workshops - At least once per semester, the Career Services Center offers a two-day strengths assessment training course for alumni. All CSC Career Specialists are trained facilitators.
- Alumni Career Services -Alumni exceeding a one-semester grace period have access to a menu of career services on a fee-based basis. Services include one-on-one career counseling, a UMBCworks computer account (job listings and résumé referrals) and the above-mentioned Dependable Strengths Training Workshop.
- The Career Services Center Web site: There is a designated link on the website for alumni, including resource information and links on job search, networking, salary negotiation and information on the UMBC Alumni Services Office.

- The Office of Institutional Advancement (OIA) and its related entities have a significant amount of programming that reflects UMBC's commitment to diversity. The Alumni Relations Office has consistently been working to engage alumni from underrepresented groups, and to re-connect them to UMBC in a meaningful way. The Alumni Association has an officially recognized Chapter of Black and Latino Alumni that has hosted social and educational programming for alumni, and that raised money for UMBC scholarship funds, including the Esperanza Fund and the Second Generation Scholarship Fund.
- In addition, graduates of the Meyerhoff Scholarship Program have worked with OIA to develop a fund raising initiative to support this nationally recognized program. OIA is also working individuals from several alumni groups to pilot mentoring initiatives that will help UMBC graduates--especially women and graduates of color-mentor current UMBC undergraduate and graduate students.
- The ACTiVATE Program is a partnership between the UMBC's business incubator and research park bwtech@umbc, the Alex. Brown Center for Entrepreneurship, the Center for Women and Information Technology, and the UMBC Office of Technology Development. It is a systematic model for increasing the commercialization of technology innovations from research institutions in the State of Maryland by training women entrepreneurs to create technology-based, start-up companies. Currently beginning its 5th cohort, ACiVATE has been nationally recognized for exposing talented, mid-career women to concepts of entrepreneurship, and preparing them to lead or launch new companies. To date, the program has trained more than 80 women, and 12 businesses have been launched to date.
- Every October, the Office of Health Education holds activities and events for Breast Cancer Awareness Month.
- Healthy Eating and Living Program (H.E.L.P.) – A program run by the UHS Health Behavior Change Specialist and Health Educator. Weekly meetings are held with informational sessions about nutrition, exercise, stress management, etc. These meetings act as a support group for many alumni, faculty and staff.

D. Process for Reporting Campus-Based Hate Crimes

UMBC has established a reporting process for campus-based hate crimes that is in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The University will investigate and report hate/bias incidents or crimes as required by applicable laws and regulations.

Anyone who is a victim of or learns of a hate/bias incident should report the incident to any of the following offices on campus: University Police, Office of Student Life, Office of Human Relations or Office of Human Resources.

The University Police conducts an initial investigation and assessment to determine if the matter should be handled by police or another campus office. If the Police determine that the incident does not involve criminal activity, it will contact the appropriate office from those listed above so that the appropriate administrative action, if warranted, can be taken pursuant to existing procedures. The unit responding to the complaint communicates information about the incident promptly to UMBC's Office of the President.

UMBC also has an agreement with the Baltimore County Police Department that outlines the process for the Baltimore County Police Department to report incidents to UMBC's Police Department in situations when the County Police takes reports that involve the UMBC campus.

III. Diversity Plan Moving Forward

A. Strategy

UMBC has embraced a broad definition for diversity in its faculty, staff and student populations. Such vision has been captured in the mission statement of the University and has guided the design and implementation of the many initiatives described in summary form in Section II of this document.

The Diversity Plan for UMBC is grounded on the four overarching commitments identified in the Introduction section and duplicated here for a re-affirmation of the Diversity Plan moving forward.

1. To ensure access to educational and employment opportunities for a diverse student, faculty, and staff community.
2. To provide conditions for personal success.
3. To provide a culture of inclusion and respect.
4. To encourage and support development and advancement.

While impressive and nationally-recognized achievements have resulted from the diversity initiatives in place, improvements are still needed at UMBC in order to fully realize and sustain the campus diversity goals. We will use the following strategy for such improvement efforts:

1. Develop institutional procedures for a system of accountability and responsibility for the Diversity Plan.
2. Implement methods for monitoring current status and progress on the Diversity Plan.
3. Identify areas where improvements are needed and develop recommendations with associated actions to achieve the desired improvement.

Further elaboration on this strategy is provided in the following sections.

B. Accountability/Responsibility

UMBC recognizes that its commitment to diversity will play a critical role in the University accomplishing its strategic objectives. As such, the President will identify an appropriate representative who will, at prescribed intervals, apprise the President of the status of and progress towards the University's diversity initiatives.

A Diversity Council will be established to develop, implement, and monitor appropriate procedures and activities that will ensure that the campus remains respectful and inclusive for all campus members. The President's representative will be a member of the Diversity Council.

In addition, UMBC management and supervisory personnel will be trained in best practices that promote diversity across all functions. They will receive ongoing informal and annual formal Performance Management Process (PMP) feedback regarding their individual diversity efforts.

C. Status and Progress on Diversity Plan

In 2002 UMBC prepared a *Minority Achievement Plan Report* to the University System of Maryland addressing four long-term goals, together with recommendations and associated actions. The goals and action items are as follows:

- **Goal #1:** Recruit and enroll a growing number of underrepresented minority undergraduates and prepare them for success.
 - Prepare an annual report comparing current indicators with baseline data.
 - Increase and enhance partnerships with high schools to align curricula and to improve instruction at the K-12 and higher-education levels.
 - Host teachers, counselors, and administrators from schools with large minority populations.

- Continue college-readiness programs and promote them to the community.
 - Continue marketing and recruitment efforts targeting minority students.
 - Enhance quality and increase number of services provided to transfer students.
 - Continue partnerships and 2+2 programs that connect community colleges and four-year institutions, especially the Historically Black Institutions (HBIs).
 - Analyze the relationship between student financial assistance and persistence.
- **Goal #2:** Increase the retention and graduation rates of underrepresented minority undergraduates.
 - Analyze MHEC's annual report on trends in retention and graduation rates for underrepresented minority undergraduates
 - Communicate the expectations for student performance, leadership, and service.
 - Improve student satisfaction.
 - Support student and faculty scholarship.
 - Provide mentoring to students.
 - Ensure that the curriculum reflects the contributions of diverse groups.
 - Offer bridge programs that provide summer academic enhancement, especially in mathematics and science, to incoming freshmen.
 - Promote full-time enrollment of undergraduate students.
 - Monitor academic performance of underrepresented undergraduate students on an ongoing basis.
 - Offer tutoring programs for undergraduate students.
 - Enhance academic-advising programs.
- **Goal #3:** Increase the enrollment and graduation rates of underrepresented minority students in graduate and professional-degree programs.
 - Prepare an annual report showing increases in numbers and proportions of underrepresented minority post-baccalaureate students.
 - Implement research-opportunities programs for undergraduate students underrepresented in certain fields for graduate and professional education.
 - Enhance linkages (formal & informal) with a network of doctoral and research institutions to increase the numbers of minorities enrolled in doctoral and other professional degree programs.
 - Provide career-advisement that targets minority students.
 - Provide career-development activities featuring minority role models with advanced degrees.

- Provide graduate and professional school preparation workshops, seminars, and other activities.
- **Goal #4:** Reflect the diversity of Maryland's demographics in faculty and staff.
 - Analyze USM Data Journal and Maryland demographic data annually to assess achievement of this Goal.
 - Enhance recruitment plans to expand the number of qualified minorities in applicant pools.
 - Expand marketing efforts to reach minority audiences.
 - Conduct workshops, training sessions, and programs that highlight UMBC's commitment to diversity.
 - Support mentoring activities and discussion groups for faculty and staff.
 - Identify reasons for minority faculty and staff attrition.
 - Offer counseling and advice regarding career opportunities, planning, and development.
 - Offer career development opportunities for staff.

The initiatives described in Section II above are clearly reflective of UMBC's commitment to these long-term goals, and considerable progress has been made in achieving them. To illustrate:

- The percentage of minority undergraduates rose from 37.2% in fall 2002 to 45.4% in fall 2008.
- The percentage of underrepresented minority first-year freshmen rose from 11.3% in fall 2002 to 18.6% in fall 2008.
- The first-year retention rate for African American students rose from 86.6% in fall 2002 to 91.6% in fall 2007.
- The six-year graduation rate for African American students rose from 51.7% for the fall 1996 to 62.4% for the fall 2001 cohort.
- The percentage of minority graduate students increased from 19.2% in fall 2002 to 20.7% in fall 2008.
- The number of Undergraduate Research Awards (approximately \$1,500) awarded to minority students increased from 1 of 17 in spring 2003 to 9 of 44 in spring 2007.
- From 2004 to 2007, attendees at the *ADVANCE Faculty Horizons Program* included more than 100 underrepresented minorities in STEM disciplines, nearly all of whom were women.
- The percentage of minority non-faculty staff members at UMBC has averaged 28.9% over the past five years.

- The number of tenured and tenure-track women faculty members in STEM disciplines has risen from 20 in 1999 to 45 in 2008.
- The percentage of minorities among newly hired tenured and tenure-track faculty has risen from 26.7% in 2002 to 41.2% in 2008; the corresponding percentages for underrepresented minorities are 6.7% and 17.6%.

D. Recommendations

The goals of UMBC's Minority Achievement Plan focus, as required by the University System, on the racial and ethnic dimension of diversity, but our current vision of diversity is far more inclusive and incorporates gender, disability, sexual orientation and gender identity, religious affiliation, and other important characteristics. Because we have not systematically gathered information about the needs of faculty, staff and students and the issues that they face in relation to these characteristics, we plan to implement the following actions:

- a) Design and conduct a campus-wide climate survey (including faculty, staff and students).
- b) Analyze the data gathered by the climate survey and utilize the results to plan additional actions aimed at addressing the identified diversity issues. Identify trend data that could be utilized to monitor progress on diversity initiatives.
- c) Establish a Diversity Council to develop, implement, and monitor appropriate diversity-related procedures and activities. The Diversity Council will have a representative from the UMBC President's Office. The Council will meet semi-annually.
- d) Further enhance on-going initiatives by increasing the support for transfer students as UMBC continues to address the Achievement Gap.

This recommendation is advanced under overarching Commitment #1: "To ensure access to educational and employment opportunities for a diverse student, faculty, and staff community."

Fifty percent of UMBC's population is comprised of transfer students. Most are transferring from one of sixteen (16) 2-year schools in Maryland. Students and families choose to begin their education at a two-year school for various reasons including financial, location/convenience (conducive to family and work obligations), and academic support.

The racial/ethnic composition of Maryland's public high school graduating classes will continue to show substantial diversification over

the coming decade and beyond. The state's public high school graduating class is forecast to become "majority-minority" (when minority graduates outnumber White non-Hispanic graduates) in 2010-11. About 61% of Maryland high school graduates who go on to Maryland colleges in the fall attend community colleges.

African American transfer students at UMBC have a six-year graduation rate 10 percentage points lower than White transfer students. It is UMBC's goal to increase the six-year graduation rate of all full-time transfer students to 62% by the entering fall class in 2015. In doing so, UMBC will reduce the difference in graduation rates between African American transfer students and White transfer students to less than five percent. In particular, it is UMBC's goal to increase the African American male transfer six-year graduation rate to at least 50%.

A two-pronged approach will be utilized to achieve this goal. First, we will expand and modify the traditional Introduction to an Honors University (IHU) seminar to serve all incoming transfer students by fall 2010. At UMBC, the IHU seminar has always been open to both freshmen and transfer students. Too few new transfer students, however, take advantage of this optional opportunity. With adequate funding, we will scale up to 49 sections of IHUs so that we may serve all transfer students enrolled at UMBC, and, once we have that capacity, actually require all transfer students to participate in an IHU.

Second, we will develop and provide Supplemental Instruction (SI) in the courses transfer students most often fail in their first semester at UMBC. SI is a highly successful, peer-led, instructional method shown to reduce course failure and increase participant grades, GPAs, and retention. Student SI leaders drawn from the Meyerhoff Scholarship Program will engage students in the learning processes necessary to succeed. SI will be provided in courses where transfer students struggle academically and actually have higher failure rates.

Another important support for transfer students concerns articulation between two and four year programs. This is key to ensure a healthy and productive relationship between two and four year partners. Through well-defined articulation building processes institutions are assured that students are well prepared for the upper level coursework at the four year academy. Further, articulation allows students to move seamlessly from

the 2-year to the 4-year experience without fear of unexpected loss of credit and most importantly, ensures students' timely progression toward degree completion. Currently, UMBC's articulation efforts are coordinated by a campus-wide committee. This approach has not served the institution or its partner schools well in that it is often very slow, confusing and cumbersome. In addition, the current process lacks expertise needed in effectively building clearly defined articulation agreements.

We recommend hiring a Coordinator of Articulation. Among other duties, the Coordinator of Articulation would be responsible for:

- Serving as the university articulation specialist
 - Developing and maintaining college and program articulation agreements
 - Enhancing ease of transfer to UMBC
 - Developing and maintaining relationships with Community College faculty and staff
 - Reviewing, monitoring, and coordinating transfer and articulation processes and agreements.
- e) Further enhance on-going initiatives by providing additional support for increasing the diversity of UMBC's faculty and staff. Concerning faculty hiring, it is UMBC's goal to recruit at least 10 additional faculty members from historically under-represented groups in the next 3 years. As one component of the strategy to achieve this goal, it is recommended that each UMBC department develop a list of promising graduate minority Ph.D. students so they can be invited to apply when an appropriate search begins. A pool of travel funds should be established for current faculty to attend major professional society meetings and identify promising future underrepresented minority faculty candidates.

Concerning enhancement of staff diversity, it is UMBC's goal to recruit specifically an increased number of Hispanic and Asian staff members to its community.

- f) Enhance support for the success of faculty and staff members recruited to UMBC under the various diversity initiatives. Recruitment of diverse faculty and staff members to UMBC, coupled with results of the climate survey recommended in b) above, will illuminate more specific areas of need. The University should anticipate hiring one or two additional staff members to coordinate activities designed to promote access, development, fairness, acceptance, and a culture of inclusion on campus.

IV. Additional Resources

The following is a list of links to websites for various ongoing UMBC initiatives where additional information can be obtained about these programs

Southern Regional Education Board (SREB) Dissertation Year Fellowships

<http://www.umbc.edu/gradschool/funding/SREB>

Office of Student Life, Mosaic: Culture and Diversity Center and Interfaith Center

<http://www.umbc.edu/studentlife/diversity/index.php>

PROMISE Alliance

<http://www.umbc.edu/promise/>

ACTiVATE Entrepreneurship Program

<http://www.umbc.edu/activate/>

Faculty Sponsorship Committee

http://www.umbc.edu/advance/faculty_horizons.html

President's Commission for Women

<http://www.umbc.edu/women/>

Meyerhoff Scholars Program

<http://www.umbc.edu/meyerhoff/index.html>

Center for Women and Information Technology

<http://www.umbc.edu/cwit/>

ADVANCE

<http://www.umbc.edu/advance/>

Women's Center

<http://www.umbc.edu/womenscenter/>

Learning Resources Center

<http://www.umbc.edu/lrc/>

Graduate Student Organizations

<http://www.umbc.edu/studentlife/getinvolved/organizations.php#cat13>

Social Sciences Forum

<http://www.umbc.edu/socsforum/>

Division of Student Affairs

<http://www.umbc.edu/saf/>

Career Services Center

<http://www.careers.umbc.edu/>

Appendix – Budget

The following table presents the cost estimates for the activities included in the recommendations section III.D.

Introduction to an Honors University

IHU instructors for 49 sections @ \$1,000 each	\$	49,000
Faculty stipends for 13 linked IHUs @ \$1,000 each	\$	13,000
Stipends for 49 peer mentors @ \$250 each	\$	12,250
Training and support for instructors and peers	\$	11,000
Hybrid and online course development	\$	5,000
Evaluation	\$	10,000
Equipment and supplies	\$	6,000
Administrative support from student workers	\$	4,000
Total	\$	110,250

Supplemental Instruction

Coordinator salary and benefits (30%)	\$	52,000
Operational expenses (12%)	\$	5,400
Training and support for SI staff and SI leaders	\$	7,000
SI leader payroll* @ \$10 per hour	\$	18,720
Equipment and supplies	\$	5,000
Administrative support from student workers	\$	4,000
Evaluation	\$	10,000
Total:	\$	102,120

*Start with 4 courses x 3 SI Leaders x 6 hours per week
x \$10 per hour x 13 weeks x 2 semesters = \$18,720

<u>Coordinator of Articulation</u> salary and benefits (30%)	\$	52,000
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New URM Faculty Lines

10 positions at average salary of \$72K and benefits (27%)	\$	914,400
Costs for search and outreach @ \$4K/search	\$	40,000
Total:	\$	954,400

Support staff

Two positions, salary and benefits (30%)	\$	104,000
Grand Total	\$	1,322,770

Section III: Demographic Data

UMBC DATA FOR CULTURAL DIVERSITY REPORT - 2017-18 Report

TABLE 5: STUDENTS

	Baseline: 2008-2009				Baseline: 2009-2010				2010-2011				2015-2016				2016-2017				2017-2018			
UNDER- GRADUATE	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	1,607	16.7%	729	878	1,646	16.5%	741	905	1,671	16.4%	758	913	1,924	17.1%	893	1,031	1,940	17.4%	907	1,033	2,028	18.1%	963	1,065
American Indian or Alaska Native	44	0.5%	25	19	52	0.5%	30	22	40	0.4%	21	19	16	0.1%	9	7	23	0.2%	15	8	23	0.2%	15	8
Asian	2,085	21.7%	1,106	979	2,034	20.4%	1,077	957	2,126	20.8%	1,171	955	2,295	20.4%	1,214	1,081	2,338	21.0%	1,248	1,090	2,417	21.5%	1,269	1,148
Hispanic/Latino	383	4.0%	201	182	388	3.9%	214	174	457	4.5%	230	227	670	6.0%	334	336	751	6.7%	375	376	829	7.4%	408	421
White	4,985	51.9%	2,911	2,074	5,150	51.8%	2,962	2,188	5,131	50.3%	3,005	2,126	4,906	43.6%	2,905	2,001	4,791	43.0%	2,901	1,890	4,620	41.1%	2,835	1,785
Native Hawaiian or other Pacific Islander*	-	0.0%			77	0.8%	24	53	47	0.5%	13	34	22	0.2%	9	13	13	0.1%	5	8	15	0.1%	7	8
Two or more races	-	0.0%			-	0.0%			164	1.6%	78	86	432	3.8%	225	207	429	3.9%	228	201	485	4.3%	259	226
Did Not Self Identify	157	1.6%	83	74	203	2.0%	105	98	167	1.6%	87	80	495	4.4%	308	187	417	3.7%	256	161	363	3.2%	214	149
International	351	3.7%	191	160	397	4.0%	230	167	407	4.0%	230	177	483	4.3%	268	215	440	3.9%	248	192	454	4.0%	253	201
TOTAL	9,612		5,246	4,366	9,947		5,383	4,564	10,210		5,593	4,617	11,243		6,165	5,078	11,142		6,183	4,959	11,234		6,223	5,011
GRADUATE	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	302	11.4%	107	195	356	12.2%	144	212	275	10.3%	104	171	313	12.1%	142	171	294	11.8%	143	151	321	13.2%	143	178
American Indian or Alaska Native	9	0.3%	5	4	9	0.3%	6	3	3	0.1%	1	2	4	0.2%	1	3	5	0.2%	1	4	3	0.1%	1	2
Asian	170	6.4%	76	94	200	6.8%	106	94	156	5.8%	75	81	204	7.9%	109	95	216	8.6%	117	99	191	7.9%	109	82
Hispanic/Latino	69	2.6%	27	42	75	2.6%	32	43	83	3.1%	37	46	110	4.2%	58	52	105	4.2%	60	45	104	4.3%	52	52
White	1,400	52.7%	617	783	1,535	52.5%	679	856	1,274	47.6%	585	689	1,265	48.7%	639	626	1,158	46.4%	581	577	1,076	44.3%	524	552
Native Hawaiian or other Pacific Islander*	-	0.0%			9	0.3%	1	8	8	0.3%	1	7	5	0.2%	3	2	4	0.2%	3	1	2	0.1%	1	1
Two or more races	-	0.0%			-	0.0%			18	0.7%	8	10	38	1.5%	22	16	49	2.0%	23	26	48	2.0%	20	28
Did Not Self Identify	278	10.5%	126	152	232	7.9%	107	125	398	14.9%	213	185	98	3.8%	58	40	95	3.8%	56	39	118	4.9%	53	65
International	428	16.1%	232	196	507	17.3%	275	232	463	17.3%	241	222	559	21.5%	320	239	572	22.9%	328	244	565	23.3%	320	245
TOTAL	2,656		1,190	1,466	2,923		1,350	1,573	2,678		1,265	1,413	2,596		1,352	1,244	2,498		1,312	1,186	2,428		1,223	1,205

UNDER- GRADUATE	% chg f08-f17	% chg f16-f17
African American/Black	26.2%	4.5%
American Indian or Alaska Native	-47.7%	0.0%
Asian	15.9%	3.4%
Hispanic/Latino	116.4%	10.4%
White	-7.3%	-3.6%
Native Hawaiian or other Pacific Islander*	na	15.4%
Two or more races	na	13.1%
Did Not Self Identify	131.2%	-12.9%
International	29.3%	3.2%
TOTAL	16.9%	0.8%
GRADUATE	% chg f08-f17	% chg f16-f17
African American/Black	6.3%	9.2%
American Indian or Alaska Native	-66.7%	-40.0%
Asian	12.4%	-11.6%
Hispanic/Latino	50.7%	-1.0%
White	-23.1%	-7.1%
Native Hawaiian or other Pacific Islander*	na	-50.0%
Two or more races	na	-2.0%
Did Not Self Identify	-57.6%	24.2%
International	32.0%	-1.2%
TOTAL	-8.6%	-2.8%

UNDER- GRADUATE	% chg f09-f17	% chg f16-f17
African American/Black	23.2%	4.5%
American Indian or Alaska Native	-55.8%	0.0%
Asian	18.8%	3.4%
Hispanic/Latino	113.7%	10.4%
White	-10.3%	-3.6%
Native Hawaiian or other Pacific Islander*	-80.5%	15.4%
Two or more races	na	13.1%
Did Not Self Identify	78.8%	-12.9%
International	14.4%	3.2%
TOTAL	12.9%	0.8%
GRADUATE	% chg f09-f17	% chg f16-f17
African American/Black	-9.8%	9.2%
American Indian or Alaska Native	-66.7%	-40.0%
Asian	-4.5%	-11.6%
Hispanic/Latino	38.7%	-1.0%
White	-29.9%	-7.1%
Native Hawaiian or other Pacific Islander*	-77.8%	-50.0%
Two or more races	na	-2.0%
Did Not Self Identify	-49.1%	24.2%
International	11.4%	-1.2%
TOTAL	-16.9%	-2.8%

ALL STUDENTS	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	1,909	15.6%	836	1,073	2,002	15.6%	885	1,117	1,946	15.1%	862	1,084	2,237	16.2%	1,035	1,202	2,234	16.4%	1,050	1,184	2,349	17.2%	1,106	1,243
American Indian or Alaska Native	53	0.4%	30	23	61	0.5%	36	25	43	0.3%	22	21	20	0.1%	10	10	28	0.2%	16	12	26	0.2%	16	10
Asian	2,255	18.4%	1,182	1,073	2,234	17.4%	1,183	1,051	2,282	17.7%	1,246	1,036	2,499	18.1%	1,323	1,176	2,554	18.7%	1,365	1,189	2,608	19.1%	1,378	1,230
Hispanic/Latino	452	3.7%	228	224	463	3.6%	246	217	540	4.2%	267	273	780	5.6%	392	388	856	6.3%	435	421	933	6.8%	460	473
White	6,385	52.0%	3,528	2,857	6,685	51.9%	3,641	3,044	6,405	49.7%	3,590	2,815	6,171	44.6%	3,544	2,627	5,949	43.6%	3,482	2,467	5,696	41.7%	3,359	2,337
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	86	0.7%	25	61	55	0.4%	14	41	27	0.2%	12	15	17	0.1%	8	9	17	0.1%	8	9
Two or more races	-	0.0%	-	-	-	0.0%	-	-	182	1.4%	86	96	470	3.4%	247	223	478	3.5%	251	227	533	3.9%	279	254
Did Not Self Identify	435	3.5%	209	226	435	3.4%	212	223	565	4.4%	300	265	593	4.3%	366	227	512	3.8%	312	200	481	3.5%	267	214
International	779	6.3%	423	356	904	7.0%	505	399	870	6.8%	471	399	1,042	7.5%	588	454	1,012	7.4%	576	436	1,019	7.5%	573	446
TOTAL	12,268	100.0%	6,436	5,832	12,870		6,733	6,137	12,888		6,858	6,030	13,839		7,517	6,322	13,640		7,495	6,145	13,662		7,446	6,216

ALL STUDENTS	% chg f08-f17	% chg f16-f17
African American/Black	23.0%	5.1%
American Indian or Alaska Native	-50.9%	-7.1%
Asian	15.7%	2.1%
Hispanic/Latino	106.4%	9.0%
White	-10.8%	-4.3%
Native Hawaiian or other Pacific Islander*	na	0.0%
Two or more races	na	11.5%
Did Not Self Identify	10.6%	-6.1%
International	30.8%	0.7%
TOTAL	11.4%	0.2%

ALL STUDENTS	% chg f09-f17	% chg f16-f17
African American/Black	17.3%	5.1%
American Indian or Alaska Native	-57.4%	-7.1%
Asian	16.7%	2.1%
Hispanic/Latino	101.5%	9.0%
White	-14.8%	-4.3%
Native Hawaiian or other Pacific Islander*	-80.2%	0.0%
Two or more races	na	11.5%
Did Not Self Identify	10.6%	-6.1%
International	12.7%	0.7%
TOTAL	6.2%	0.2%

TABLE 6: FACULTY

	Baseline: 2008-2009				Baseline: 2009-2010				2010-2011				2015-2016				2016-2017				2017-2018			
ALL FACULTY	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	60	5.9%	24	36	54	5.3%	24	30	53	5.1%	25	28	69	6.8%	33	36	71	7.1%	31	40	69	6.8%	32	37
American Indian or Alaska Native	2	0.2%	-	2	3	0.3%	1	2	2	0.2%	1	1	2	0.2%	1	1	-	0.0%			2	0.2%		2
Asian	107	10.5%	72	35	132	13.0%	87	45	130	12.6%	83	47	130	12.7%	68	62	132	13.3%	70	62	143	14.0%	80	63
Hispanic/Latino	11	1.1%	6	5	12	1.2%	5	7	18	1.7%	7	11	23	2.3%	7	16	25	2.5%	10	15	31	3.0%	18	13
White	714	70.1%	430	284	710	69.8%	430	280	712	69.0%	434	278	732	71.8%	414	318	707	71.1%	405	302	718	70.5%	393	325
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	0.0%			-	0.0%			-	0.0%	-	-	-	0.0%	-	-	1	0.1%	1	
Two or more races	-	0.0%	-	-	-	0.0%			2	0.2%	1	1	7	0.7%	4	3	4	0.4%	1	3	6	0.6%	2	4
Did Not Self Identify	1	0.1%	-	1	-	0.0%			-	0.0%			-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-
International	123	12.1%	83	40	106	10.4%	73	33	115	11.1%	69	46	57	5.6%	33	24	55	5.5%	34	21	49	4.8%	30	19
TOTAL	1,018		615	403	1,017		620	397	1,032		620	412	1,020		560	460	994		551	443	1,019		556	463

ALL FACULTY	% chg f08-f17	% chg f16-f17
African American/Black	15.0%	-2.8%
American Indian or Alaska Native	0.0%	na
Asian	33.6%	8.3%
Hispanic/Latino	181.8%	24.0%
White	0.6%	1.6%
Native Hawaiian or other Pacific Islander*	na	na
Two or more races	na	50.0%
Did Not Self Identify	-100.0%	na
International	-60.2%	-10.9%
TOTAL	0.1%	2.5%

ALL FACULTY	% chg f09-f17	% chg f16-f17
African American/Black	27.8%	-2.8%
American Indian or Alaska Native	-33.3%	na
Asian	8.3%	8.3%
Hispanic/Latino	158.3%	24.0%
White	1.1%	1.6%
Native Hawaiian or other Pacific Islander*	na	na
Two or more races	na	50.0%
Did Not Self Identify	na	na
International	-53.8%	-10.9%
TOTAL	0.2%	2.5%

TENURED/ TENURE TRACK FACULTY	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	21	5.6%	11	10	19	5.0%	10	9	20	5.3%	12	8	26	6.5%	13	13	26	6.5%	12	14	25	6.2%	11	14
American Indian or Alaska Native	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-
Asian	41	10.8%	26	15	50	13.1%	31	19	51	13.4%	32	19	67	16.8%	38	29	71	17.8%	41	30	75	18.6%	42	33
Hispanic/Latino	6	1.6%	3	3	7	1.8%	3	4	8	2.1%	3	5	13	3.3%	5	8	13	3.3%	7	6	13	3.2%	7	6
White	277	73.3%	175	102	282	74.0%	177	105	282	74.2%	177	105	279	69.8%	169	110	275	68.8%	164	111	275	68.1%	162	113
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-
Two or more races	-	0.0%	-	-	-	0.0%	-	-	1	0.3%	-	1	2	0.5%	-	2	2	0.5%	-	2	3	0.7%	-	3
Did Not Self Identify	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-
International	33	8.7%	18	15	23	6.0%	14	9	18	4.7%	10	8	13	3.3%	8	5	13	3.3%	7	6	13	3.2%	8	5
TOTAL	378		233	145	381		235	146	380		234	146	400		233	167	400		231	169	404		230	174
NON-TENURE TRACK FACULTY	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	39	6.1%	13	26	35	5.5%	14	21	33	5.1%	13	20	43	6.9%	20	23	45	7.6%	19	26	44	7.2%	21	23
American Indian or Alaska Native	2	0.3%	-	2	3	0.5%	1	2	2	0.3%	1	1	2	0.3%	1	1	-	0.0%	-	-	2	0.3%	-	2
Asian	66	10.3%	46	20	82	12.9%	56	26	79	12.1%	51	28	63	10.2%	30	33	61	10.3%	29	32	68	11.1%	38	30
Hispanic/Latino	5	0.8%	3	2	5	0.8%	2	3	10	1.5%	4	6	10	1.6%	2	8	12	2.0%	3	9	18	2.9%	11	7
White	437	68.3%	255	182	428	67.3%	253	175	430	66.0%	257	173	453	73.1%	245	208	432	72.7%	241	191	443	72.0%	231	212
Native Hawaiian or other Pacific Islander*	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	1	0.2%	1	-
Two or more races	-	0.0%	-	-	-	0.0%	-	-	1	0.2%	1	-	5	0.8%	4	1	2	0.3%	1	1	3	0.5%	2	1
Did Not Self Identify	1	0.2%	-	1	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-
International	90	14.1%	65	25	83	13.1%	59	24	97	14.9%	59	38	44	7.1%	25	19	42	7.1%	27	15	36	5.9%	23	14
TOTAL	640		382	258	636		385	251	652		386	266	620		327	293	594		320	274	615		326	289

TENURED/ TENURE TRACK FACULTY	% chg f08- f17	% chg f16- f17
African American/Black	19.0%	-3.8%
American Indian or Alaska Native	na	na
Asian	82.9%	5.6%
Hispanic/Latino	116.7%	0.0%
White	-0.7%	0.0%
Native Hawaiian or other Pacific Islander*	na	na
Two or more races	na	50.0%
Did Not Self Identify	na	na
International	-60.6%	0.0%
TOTAL	6.9%	1.0%
NON-TENURE TRACK FACULTY	% chg f08- f17	% chg f16- f17
African American/Black	12.8%	-2.2%
American Indian or Alaska Native	0.0%	na
Asian	3.0%	11.5%
Hispanic/Latino	260.0%	50.0%
White	1.4%	2.5%
Native Hawaiian or other Pacific Islander*	na	na
Two or more races	na	50.0%
Did Not Self Identify	-100.0%	na
International	-60.0%	-14.3%
TOTAL	-3.9%	3.5%

TENURED/ TENURE TRACK FACULTY	% chg f09- f17	% chg f16- f17
African American/Black	31.6%	-3.8%
American Indian or Alaska Native	na	na
Asian	50.0%	5.6%
Hispanic/Latino	85.7%	0.0%
White	-2.5%	0.0%
Native Hawaiian or other Pacific Islander*	na	na
Two or more races	na	50.0%
Did Not Self Identify	na	na
International	-43.5%	0.0%
TOTAL	6.0%	1.0%
NON-TENURE TRACK FACULTY	% chg f09- f17	% chg f16- f17
African American/Black	25.7%	-2.2%
American Indian or Alaska Native	-33.3%	na
Asian	-17.1%	11.5%
Hispanic/Latino	260.0%	50.0%
White	3.5%	2.5%
Native Hawaiian or other Pacific Islander*	na	na
Two or more races	na	50.0%
Did Not Self Identify	na	na
International	-56.6%	-14.3%
TOTAL	-3.3%	3.5%

TABLE 7: STAFF

STAFF (excluding grad asst)	Baseline: 2008-2009				Baseline: 2009-2010				2010-2011				2015-2016				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	276	22.6%	78	198	276	23.2%	81	195	279	23.2%	88	191	282	21.9%	77	205	277	21.5%	82	195	311	23.6%	88	223
American Indian or Alaska Native	5	0.4%	2	3	5	0.4%	2	3	4	0.3%	1	3	1	0.1%	1		-	0.0%	-	-	1	0.1%	1	
Asian	40	3.3%	15	25	39	3.3%	17	22	45	3.7%	16	29	46	3.6%	16	30	49	3.8%	19	30	56	4.3%	22	34
Hispanic/Latino	19	1.6%	9	10	18	1.5%	10	8	22	1.8%	11	11	27	2.1%	13	14	27	2.1%	13	14	32	2.4%	13	19
White	877	71.9%	338	539	848	71.4%	330	498	846	70.3%	358	488	912	70.8%	380	532	914	70.8%	382	532	891	67.7%	366	525
Native Hawaiian or other Pacific Islander*		0.0%	-	-		0.0%	-	-	-	0.0%	-	-	5	0.4%	2	3	5	0.4%	2	3	5	0.4%	2	3
Two or more races		0.0%	-	-		0.0%	-	-	4	0.3%	1	3	10	0.8%	3	7	12	0.9%	6	6	16	1.2%	9	7
Did Not Self Identify		0.0%	-	-		0.0%	-	-	1	0.1%	-	1	1	0.1%	1		-	0.0%	-	-	-	0.0%	-	-
International	3	0.2%	1	2	2	0.2%	1	1	3	0.2%	1	2	4	0.3%	2	2	7	0.5%	1	6	5	0.4%	-	5
TOTAL	1,220		463	757	1,188		461	727	1,204		476	728	1,288		495	793	1,291		505	786	1,317		501	816

* 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.

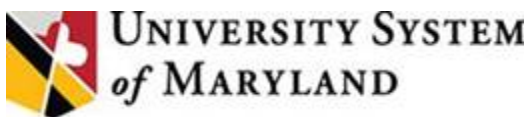
SOURCES: REX Data Warehouse - Employees and ReportStudentTerm tables.

Prepared by UMBC IRADS, April 2018

STAFF (excluding grad asst)	% chg f08-f17	% chg f16-f17
African American/Black	12.7%	12.3%
American Indian or Alaska Native	-80.0%	na
Asian	40.0%	14.3%
Hispanic/Latino	68.4%	18.5%
White	1.6%	-2.5%
Native Hawaiian or other Pacific Islander*	na	0.0%
Two or more races	na	33.3%
Did Not Self Identify	na	na
International	66.7%	-28.6%
TOTAL	8.0%	2.0%

STAFF (excluding grad asst)	% chg f09-f17	% chg f16-f17
African American/Black	12.7%	12.3%
American Indian or Alaska Native	-80.0%	na
Asian	43.6%	14.3%
Hispanic/Latino	77.8%	18.5%
White	5.1%	-2.5%
Native Hawaiian or other Pacific Islander*	na	0.0%
Two or more races	na	33.3%
Did Not Self Identify	na	na
International	150.0%	-28.6%
TOTAL	10.9%	2.0%

**UNIVERSITY OF MARYLAND
CENTER FOR ENVIRONMENTAL SCIENCE**



2017-2018

(demographic dates modified and template redistributed on 5/16/18)

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT TEMPLATE

Institution: UMCES **Date Submitted:** 7/27/18

Point(s) of Contact (names and email addresses): Lynn Rehn lrehn@umces.edu, Lisa Ross lross@umces.edu

Overall Guidelines:

- **For the 2017-2018 Programs of Cultural Diversity Annual Progress Report, complete the three sections in this template.**
- **Please submit your report to Zakiya Lee (zlee@usmd.edu) by Friday, June 29, 2018.**

Section I: Progress Report: §11-406 of the Education Article states that each public institution of higher education in the State shall submit a progress report regarding the institution's implementation of a plan for a program of cultural diversity. Progress on the following institutional goals should be reported:

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.

Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery.

Goals 1 and 2 will be reported in Table 1 and Table 2 below; no additional narrative is needed. Details should include strategies for implementation, metrics to measure how progress is being evaluated, indicators of success about how progress has been achieved, and areas where continuous improvement is needed for select, key initiatives and strategies. Goal 3 should be provided in a brief statement as noted below.

Guidelines for Section I:

- **Submissions for Section I (Table 1, Table 2, and Statement I) should be 10 to 12 pages.**
- **Bulleted, succinct descriptions of major initiatives and strategies are ideal.**

Section I - Table I: Reporting of Institutional Goal I

Goal I: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.			
Timeline for meeting goal within the diversity plan: _____January 2018 - _March 2018 and ongoing_____			
<p>Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. HBCUs must provide information on efforts designed to diversify campus by attracting students, administrative staff, and faculty who do not identify as African American.</p> <p>UMCES UPDATE</p> <ul style="list-style-type: none"> • Implementation of PeopleAdmin tracking system for hiring and recruitments - March 2018. Includes applicant diversity tracking. • Partner with UMD to increase enrollment and diversity in MEES program. Submitted joint enhancement funding request to USM in May 2018 for fellowship funding to attract and retain students in program. • Continued participation in NOAA Living Marine Resources Cooperative Science Center. (LMRCSC) 	<p>Metrics to measure how progress of each initiative/strategy is being evaluated</p> <ul style="list-style-type: none"> • Six faculty/staff searches in progress since live implementation of new system. • Underrepresented minority student enrollments in MEES program. • \$300k in current active funding from NOAA supports student research, stipends, and tuition. 	<p>Data to demonstrate where progress has been achieved / indicators of success</p> <ul style="list-style-type: none"> • 1 search completed and resulted in minority candidate hire. • Attached student enrollment data chart. • Program has graduated over a dozen students with two students advancing to candidacy this past year. Another 10 -12 students have been co-mentored by UMCES faculty in marine science programs at partner institutions. 	<p>Areas where continuous improvement is needed</p> <ul style="list-style-type: none"> • Continued focus on procedure enhancements to attract diverse applicant pool. • Lack of funding resources. Continue to pursue private and sponsored funding opportunities. • Additional similarly targeted funding opportunities.

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Section I - Table 2: Reporting of Institutional Goal 2

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.			
Timeline for meeting goal within the diversity plan: __March 2018-June 2018 and ongoing_____			
<p>Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:</p> <ul style="list-style-type: none"> • faculty and staff cultural training programs; • curricular initiatives that promote cultural diversity in the classroom; and • co-curricular programming for students. <p>UMCES UPDATE</p> <ul style="list-style-type: none"> • UMCES began its first Institutional Assessment process in July 2018. Includes a campus climate, diversity and inclusion assessment. Will include external consulting group implementation of survey and results review. Expect to complete process by November 2018. • Current plan shared with UMCES Graduate Student Council and feedback provided in form of Graduate Student Council Diversity and Inclusion Plan shared with Executive Leadership May 2017. • Ongoing pursuit of gift and grants that support cultural diversity initiatives. 	<p>Metrics to measure how progress of each initiative/strategy is being evaluated</p> <ul style="list-style-type: none"> • Interviews and Campus Climate Survey results. • Ongoing feedback from Graduate Student representatives. • Number and \$ value of gifts and grants received. 	<p>Data to demonstrate where progress has been achieved / indicators of success</p> <ul style="list-style-type: none"> • Expected data results November 2018. • UMCES Administrative Council leadership group includes Student member beginning November 2017. • In addition to \$300k in NOAA funding to support minority student success in marine 	<p>Areas where continuous improvement is needed</p> <ul style="list-style-type: none"> • N/A until final results completed. • Funding to assist with Student requested initiatives. • Additional similarly targeted funding opportunities.

		sciences, UMCES also obtained private funding from L'oreal in support of research mentoring activities for underrepresented community college students in STEM.	

Section I - Statement I: Reporting of Institutional Goal 3

Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery. Do not include statistics.

University of Maryland Center for Environmental Science (UMCES) is committed to providing a safe environment for faculty, staff, students, visitors, and volunteers at all its sites. UMCES provides campus security for each laboratory location by establishing a Memorandum of Understanding (MOU) with local law enforcement departments or other security entities. The crime information and data for each lab campus areas are available through the local law enforcements website.

<https://www.umces.edu/public-safety>

Section II: Institutional Plan: §11-406 of the Education Article states that each public institution of higher education in the State shall develop and implement a plan for a program of cultural diversity that enhances cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff at the institution of higher education. The plan should include:

- i. Implementation strategy and a timeline for meeting goals within the plan;
- ii. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations;
- iii. A description of how the institution plans to enhance cultural diversity (if improvement is needed);
- iv. A process for reporting campus-based hate crimes; and
- v. A summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally-diverse student body.

Please submit your narrative Institutional Plan for a Program of Cultural Diversity. Your institutional plan should align with the information you shared in Section I. The Plan should be in an appendix and should not be included in the 12-page maximum. **See Attached Addendum Report.**

Section III: Demographic Data: Per the request of the Board of Regents, institutions will include demographic data in each annual progress report on programs of cultural diversity. To meet this requirement, please provide separate student (Table 3), faculty (Table 4), and staff (Table 5) demographic data as indicated in the example below. These tables should be in an appendix and should not be included in the 12-page maximum. **See Attached Demographic Data Table.**

University of Maryland Center for Environmental Science

Cultural Diversity Programs and Planning

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:** Ongoing with UMD.
- **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:** *November 2018 (update 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:** *December 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:** *December 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.

Students																
Table 3																
Term	2008 - 2009				2010 - 2011				2016 - 2017				2017 - 2018			
	Female N	Male N	Total N	%	Female N	Male N	Total N	%	Female N	Male N	Total N	%	Female N	Male N	Total N	%
African America/Black	2	1	3	0%	1	1	2	3%	2	1	3	5%	1	1	2	4%
American Indian or Alaska Native	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%
Asian	3	6	9	16%	3	5	8	13%	2	0	2	4%	5	2	7	13%
Hispanic/Latino	1	0	1	2%	0	0	0	0%	0	0	0	0%	2	1	3	5%
White	23	17	40	73%	30	20	50	79%	28	14	42	76%	21	10	31	56%
Native American or other Pacific Islander	0	0	0	0%	0	0	0	0%	1	0	1	2%	0	0	0	0%
Two or more races	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%
Did not self identify	1	1	2	4%	2	1	3	5%	2	5	7	13%	7	5	12	22%
Total	30	25	55	95%	36	27	63	100%	35	20	55	100%	36	19	55	100%

Faculty																
Table 4																
Term	2008 - 2009				2010 - 2011				2016 - 2017				2017 - 2018			
	Female N	Male N	Total N	%	Female N	Male N	Total N	%	Female N	Male N	Total N	%	Female N	Male N	Total N	%
African America/Black	3	0	3	2%	1	0	1	1%	1	0	1	1%	1	0	1	1%
American Indian or Alaska Native	0	0	0	0%	0	0	0	0%	1	0	1	1%	0	0	0	0%
Asian	1	5	6	4%	4	9	13	9%	5	9	14	9%	5	12	17	11%
Hispanic/Latino	0	0	0	0%	0	0	0	0%	0	0	0	0%	1	0	1	1%
White	73	76	149	94%	76	61	137	91%	60	60	120	81%	59	62	121	79%
Native American or other Pacific Islander	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%
Two or more races	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%
Did not self identify	0	0	0	0%	0	0	0	0%	6	7	13	9%	6	7	13	8%
Total	77	81	158	100%	81	70	151	100%	73	76	149	100%	72	81	153	100%

Staff (Regular)																
Table 5																
Term	2008 - 2009				2010 - 2011				2016 - 2017				2017 - 2018			
	Female N	Male N	Total N	%	Female N	Male N	Total N	%	Female N	Male N	Total N	%	Female N	Male N	Total N	%
African America/Black	8	3	11	11%	8	4	12	12%	6	3	9	8%	2	1	3	3%
American Indian or Alaska Native	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%
Asian	0	4	4	4%	1	5	6	6%	0	2	2	2%	0	2	2	2%
Hispanic/Latino	0	0	0	0%	0	0	0	0%	1	1	2	2%	1	1	2	2%
White	45	37	82	83%	46	38	84	82%	47	47	94	84%	29	54	83	90%
Native American or other Pacific Islander	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%
Two or more races	0	0	0	0%	0	0	0	0%	0	3	3	3%	0	1	1	1%
Did not self identify	1	1	2	2%	0	0	0	0%	1	1	2	2%	1		1	1%
Total	54	45	99	100%	55	47	102	100%	55	57	112	100%	33	59	92	100%

**UNIVERSITY OF MARYLAND,
COLLEGE PARK**



INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

University of Maryland, College Park

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Staff in the Office of Diversity & Inclusion (ODI) at the University of Maryland, College Park, compiled the information for this report. Responses for Section I, Goals 1 and 2 were provided by the units named in the report. Section I, Goal 3 is our Hate/Bias Incident Response Protocol. Section II is Transforming Maryland, the Strategic Plan for Diversity at the University of Maryland (December 2010). Section III is demographic data that were provided by the Office of Institutional Research, Planning & Assessment (IRPA).

Section I - Table 1: Reporting of Institutional Goal 1

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.			
Timeline for meeting goal within the diversity plan: 2018 (see pages 19 and 20 of Transforming Maryland)			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. HBCUs must provide information on efforts designed to diversify campus by attracting students, administrative staff, and faculty who do not identify as African American.	Metrics to measure how progress of each initiative/strategy is being evaluated.	Data to demonstrate where progress has been achieved / indicators of success.	Areas where continuous improvement is needed.
<p>The Office of Undergraduate Admissions has created a multi-tiered strategy designed to impact students from prior to the point of application through enrollment and includes:</p> <ul style="list-style-type: none"> • Education about the college application process • Recruitment • A holistic application review process • Special program and merit scholarship review and selection and, • Yield efforts 	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • The number of interactions with traditionally underrepresented students and those who support them • The number of students who chose to apply for admission • The numbers of these students who complete the application process • The number of these students that apply, enroll, and graduate from Maryland 	<p>From Fall 2016 to Fall 2017, the percentage of incoming first-year students who are underrepresented minorities decreased:</p> <ul style="list-style-type: none"> • Overall: -9.0% • African American: -19.3% • U.S. Hispanic: -20.2% • Two or more: -19.0% 	<p>We will continue to learn from what the environment presents and adjust our strategies during periods where numbers are not increasing.</p> <p>We have experienced great success in attracting talented and diverse students to the university over time.</p> <p>We anticipate periods when the numbers may not increase, and at times may even dip because of unforeseen factors in the environment. As we are currently experiencing one of those periods, we are redoubling our efforts while we continue to learn from what the environment presents and adjust our strategies.</p>

<p>Graduate School initiatives include the following:</p> <ul style="list-style-type: none"> • 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 • 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 	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Tracking for the last five years of URM students from application to admissions to enrollment 	<p>From 2016 to 2017, we have seen a 0.4% increase in overall graduate student enrollment with an increase of 2.8% in URM enrollment:</p> <ul style="list-style-type: none"> • American Indian or Alaska Native students - from 15 to 10 • Black or African American - from 845 to 867 • Latino/a or Hispanic - from 425 to 445 • Two or more - from 201 to 215 	<ul style="list-style-type: none"> • Continue to identify and develop appropriate recruitment methods and outreach • Build relationships with institutions, programs, and directors and coordinators that serve minority/URM/URG students. • Build relationships among institutions, programs, and directors/coordinators to enhance and maximize recruitment efforts among applicant pool • Expand fee waiver programs • Support of more UMCP faculty for recruitment initiatives
<p>Academic Achievement Programs (AAP), recruitment and retention programs in support of low-income and first-generation students. Specific programs include the following:</p> <ul style="list-style-type: none"> • Student Support Services/Intensive Educational Development program (1,102 students) • McNair Post-Baccalaureate Achievement Program (32 students) • Educational Opportunity Center (1,000 students) • Educational Talent Search (1,000 students) • Summer Transitional Program (123 students) 	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Survey Monkey questionnaires and other evaluation forms • Addressing academic, personal, and behavioral problems 	<p>First year retention and graduation rates of first generation students:</p> <ul style="list-style-type: none"> • University - 93.1% • AAP - 96.6% • All first-generation <p>University Minority Students - 94.1%</p> <ul style="list-style-type: none"> • AAP Minority Students - 97.3% <p>Six-year retention and graduation rates of first generation students:</p> <ul style="list-style-type: none"> • University (2011 cohort) - 76.2% • AAP - 74.5% 	<ul style="list-style-type: none"> • Examine closely AAP students' attitudes and student's actual performance

		<ul style="list-style-type: none"> • All first-generation University minority students - 75% • AAP minority students - 75% • All first-generation University African American Students - 67.5% • AAP African American Students - 67.6% • All first-generation University Hispanic Students - 81.3% • AAP Hispanic Students - 85.7% 	
University of MD Incentive Awards Program , recruitment and ongoing support of economically disadvantaged students from Baltimore City and Prince Georges County (currently with 63 students throughout undergraduate spectrum).	The primary metrics to evaluate progress are: <ul style="list-style-type: none"> • Thorough review of students' academic performance on a semester basis • Customized interventions based on review • Number and quality of co-curricular experiences (e.g., internships, research, etc.) 	<ul style="list-style-type: none"> • First-year retention rate: 95% • Six-year graduation rates: 85% (both equal to all UMD students) 	<ul style="list-style-type: none"> • Refinement of intervention efforts according to students' demonstrated needs • Enhanced connections between potential employers and IAP students
Office of Multi-ethnic Student Education (OMSE) , College Success Scholars (CSS) program – aimed at retention/graduation of Black and Latino men.	The primary metrics to evaluate progress are: <ul style="list-style-type: none"> • First-year retention rates • Retention and graduation rates (compared to non-CSS participants) 	CSS has 140 active scholars and has served 355 scholars since 2007. The average one-year retention rates for 2011-2016 cohorts are as follows: <ul style="list-style-type: none"> • Black or African American Male CSS students ($n = 174$) - 95.4% - higher than Black or African American Male non-CSS students (93.8%, $n = 1,284$) by 1.6 percentage points 	<ul style="list-style-type: none"> • Additional resources (personnel and material) to support 100% retention and graduation rate goals • Additional resources (personnel and materials) to support increased number of students served

		<ul style="list-style-type: none"> Hispanic Male CSS students ($n = 54$) - 96.3% - higher than Hispanic Male non-CSS students (93.8%, $n = 996$) by 2.5 percentage points <p>The average six-year graduation rates for 2007 – 2011 cohorts are as follows:</p> <ul style="list-style-type: none"> Black or African American Male CSS students ($n = 82$) - 90.2% - higher than Black or African American Male non-CSS students (70.5%, $n = 941$) by 19.8 percentage points Hispanic Male CSS students ($n = 33$) - 78.8% - higher than Hispanic Male non-CSS students (75.6%, $n = 675$) by 3.2 percentage points 	
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.	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> Total number of one-hour sessions Total number of NEW students served Total number of review sessions provided Number and percent of subjects provided Number and percent of tutor productivity Demographics of tutees 	<p>1,063 tutoring sessions were provided:</p> <ul style="list-style-type: none"> 679 Students in 21 Review Sessions Math: 735 sessions recorded Chemistry: 99 sessions recorded Physics: 121 sessions recorded <p>Student Demographics for the program:</p> <ul style="list-style-type: none"> First year: 53% Sophomore: 28% Junior: 11% Senior: 4% Full time students: 87.6% 	<ul style="list-style-type: none"> Additional resources (personnel and material) to support our goal of providing tutoring in subjects/ courses with the most critical need Additional resources (personnel and materials) to support our ability to increase the number of students served based on unfulfilled requests for tutorial assistance

		<ul style="list-style-type: none"> • Part-time students: 5.52% • Female: 57% • Male: 43% • Transfer: 4% • Special advanced students: 0.41% • Graduate students: 2% • On-campus: 68% • Off-campus: 19.1% • Commuters: 13.27% • African American: 28% • White: 33.6% • Asian American: 25.1% • Hispanic: 8.1% • Biracial: 6.33% • International: 2.8% • American Indian: 1.22% • Pell recipients: 29% • First generation: 19% 	
<p>Student Success Initiative (SSI) 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>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • IRPA's 6-year graduation rates 	<p>Six-year graduation rates for Black male students:</p> <ul style="list-style-type: none"> • Fall 2006 cohort: 68% • Fall 2011 cohort: 70.7% • Difference: 2.7 percentage points <p>Six-year graduation rates for all Black students:</p> <ul style="list-style-type: none"> • Fall 2006 cohort: 74.2% • Fall 2011 cohort: 79.5% 	<ul style="list-style-type: none"> • Identifying students in need of support earlier in their matriculation at Maryland

		<ul style="list-style-type: none"> • Difference: 5.3 percentage points <p>Six-year graduation rates for all White male students:</p> <ul style="list-style-type: none"> • Fall 2006 cohort: 80.8% • Fall 2011 cohort: 84.2% • Difference: 3.4 percentage points <p>Achievement gap between Black male students and White male students:</p> <ul style="list-style-type: none"> • Fall 2006 cohort: 12.8 % pts. • Fall 2011 cohort: 13.5 % pts. 	
<p>ADVANCE supports the creation and maintenance of inclusive academic cultures for all faculty, with particular emphasis on the recruitment, retention, and advancement of women and URM faculty. We do the following ADVANCE activities:</p> <ul style="list-style-type: none"> • ADVANCE Professor mentoring program (one senior woman assigned to each college to mentor and improve work environments) • 5 year-long faculty peer networks for different groups (women assistant professors, associate women professors, men and women faculty of color, women and men professional track faculty, women and men mid-career and senior leaders); groups meet once a month for 2 hours • Inclusive Hiring Pilot: assists search committees with integrating inclusive hiring practices into their faculty search processes • TERP Allies: interactive theater program that includes a workshop on how to see biases as they emerge in the academic workplace and be a good ally to intervene • Dashboard: Online faculty salary, demographic, service and related data to provide transparency and information for searches • Research and Evaluation: Sharing of recent social science research on workload, academic careers and diversity with campus and via publications 	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Institutional data (i.e., annual tracking of hiring, retention & advancement data by gender, race, rank, college and a dashboard of demographics, salary, and campus service data) • Participant database where we compare the retention and advancement of ADVANCE activity participants to non-participant peers • Pre-post surveys of participants in all major ADVANCE programs and annual program evaluation reports • Exit interviews and retention interviews (faculty who are leaving and those who we successfully retained) 	<ul style="list-style-type: none"> • Review of annual retention data shows that since 2010 fewer women assistant professors resign pre-tenure; there are still more women assistant professors that leave than men pre-tenure but the gap is smaller • There are no significant differences between men and women receiving tenure or promotion among those who sit for the decision • Women and URM advance participants are more likely to be retained by the university than peers who did not participate • Three-fourths of participants in Leadership Fellows program are now department chairs, associate deans, or similar campus leaders • ADVANCE trained 77 search committees from 40 departments on strategies to mitigate implicit bias in hiring and attract a diverse applicant pool 	<ul style="list-style-type: none"> • Additional training needed for department chairs and other academic leaders on how to improve workplace cultures to be more inclusive and dynamic; development of stronger ally culture • More women department chairs, STEM center directors • Support needed for women PTK and TT faculty to attend conferences with children • Roll out of inclusive hiring pilot to entire campus of faculty searches

<ul style="list-style-type: none"> One on one consultation by the Director with Department chairs trying to improve work environments for women and URM faculty on strategies; and with individual faculty for support and advice 		<ul style="list-style-type: none"> There is a slight increase in URM hires among pilot searches Pre/post surveys indicate faculty found training helpful <p>Financial commitments in recognition of the ADVANCE Program's success 2015-2020:</p> <ul style="list-style-type: none"> Office of the Provost Office of Diversity & Inclusion Research Office All 12 colleges 	
<p>University Human Resources (UHR) supports the recruitment and retention of underrepresented staff and faculty populations through its Affirmative Action Program.</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> Staff and faculty composition and employment transactions (used to identify Problem Areas and Placement Goals) 	<p>UHR will analyze Prior Year Results (appointments, promotions, terminations) to measure progress.</p>	<ul style="list-style-type: none"> Enhanced Affirmative Action efforts will be made in identified Placement Areas throughout the hiring process

Section I - Table 2: Reporting of Institutional Goal 2

<p>Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.</p> <p>Timeline for meeting goal within the diversity plan: <u>No timeline specified in 2010 Diversity Plan</u></p>			
<p>Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:</p> <ul style="list-style-type: none"> faculty and staff cultural training programs; curricular initiatives that promote cultural diversity in the classroom; and co-curricular programming for students. 	<p>Metrics to measure how progress of each initiative/strategy is being evaluated</p>	<p>Data to demonstrate where progress has been achieved / indicators of success</p>	<p>Areas where continuous improvement is needed</p>
<p>Diversity Training and Education (DTE) within the Office of Diversity & Inclusion (ODI): Training Program (Staff, Students, and Faculty).</p>	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> Experience engaging with colleagues on issues of diversity, equity, and inclusion 	<ul style="list-style-type: none"> Responded to consistent stream of requests for trainings (4-10 per month in spring 2018) Met all requests which offered flexibility in terms of scheduling 	<ul style="list-style-type: none"> Longitudinal assessments especially for one-time trainings Expansion of the skill-based practice within the trainings

	<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>Measurements of success:</p> <ul style="list-style-type: none"> • Number of trainings delivered and number of participants • Satisfaction surveys • Ability to respond to the depth and breadth of training needs 	<ul style="list-style-type: none"> • Facilitated majority trainings on discussing diversity, differentiation between diversity and inclusion, implicit bias, and tailored trainings • Development of impact Report (forthcoming) 	<ul style="list-style-type: none"> • Stronger series for supervisors • More trainers for program to be sustainable and to meet increasing need • Peer education opportunities
<p>Diversity Training and Education (DTE) within the Office of Diversity & Inclusion (ODI): Intergroup Dialogue Program (WEIDP), courses in race, gender, immigration, disability, sexuality, among other topics – the largest group of cultural competency course offerings.</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Survey designed specifically for WEIDP completed by each student at the end of each course (quantitative and qualitative data on their experience) • Student progress as demonstrated in the grades earned in the dialogue courses • Individual debriefs with each dialogue facilitator after completion of a course to assess facilitator experience and areas where course instructors need additional professional development • Annual Impact report that captures successes and areas for improvement from that academic year 	<p>Fall 2017 (8 courses):</p> <ul style="list-style-type: none"> • Full enrollment with 85 total students <p>Spring 2018 (7 courses):</p> <ul style="list-style-type: none"> • Full enrollment with 70 total students <p>Survey data:</p> <ul style="list-style-type: none"> • 90% of students said they have learned about the lived experiences of different sociocultural groups from their own • 91.3% said they gained an increased understanding about different cultures and cultural practices other than their own • 89% said the course contributed to their development of skills to work effectively with individuals, groups, and teams from diverse identities and perspectives • 96% of students said they would recommend other students participate in the program 	<ul style="list-style-type: none"> • Increase partnerships such as those with Minor in Engineering Leadership & Terrorism Studies • Ongoing review of course content • Continuous improvement of facilitator training • Longitudinal tracking of students' sociocultural skills taught in courses • Continuous outreach to increase the diversity of students enrolled • Expansion of undergraduate, junior facilitation opportunities and engagements • Continued faculty/staff dialogue opportunities

Diversity Training and Education (DTE) within the Office of Diversity & Inclusion (ODI): Rise Above -Isms Campaigns & Programming	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Number of people who participate in Rise Above events • Coalition building among various identity and interest groups • Access to education/ information around less usual topics of exclusion 	<ul style="list-style-type: none"> • 8 programs in the 2017-2018 academic year • Topics on race, gender, sexuality, immigration, disability, and others • Multiple partnerships with campus organizations, such as President's Commission on Women's Issues, Department of Resident Life, University Archives, etc. • Total reach: ca. 3000 people 	<ul style="list-style-type: none"> • Evaluation of all programs which have less than 50 people • Use of digital evaluation tech (e.g., touch devices) for larger scale events • More programming outside of the physical center of campus (e.g., the Smith School)
Lesbian, Gay, Bisexual, and Transgender (LGBT) Equity Center Rainbow Terrapin Network Program, a campus- wide network of staff faculty, and students committed to LGBTQ+ inclusion and social justice.	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Learning outcomes for in-person trainings and events assessed by survey • Website analytics • Numbers of materials distributed • Survey of units to measure the adoption of good practices 	<ul style="list-style-type: none"> • Educational materials reaching over 15,000 people/year • About 45 units actively engaging with self-assessment of good practices • In-depth online and in-person trainings reaching ca. 500/year 	<ul style="list-style-type: none"> • More intentional outreach to units not currently engaged • Continuous updating of all materials and practices to reflect current good practices
Lesbian, Gay, Bisexual, and Transgender (LGBT) Equity Center Speakers Bureau Peer Education Program, a peer education program in which peer educators enroll in a specially designed course, LGBT 350, then engage others in panel presentations.	<p>Student peer educators:</p> <ul style="list-style-type: none"> • Standard course performance including Cultural Competence and Scholarship in Practice rubrics. • Self and peer evaluation. <p>Student audiences:</p> <ul style="list-style-type: none"> • Online homework assignment with quiz 	<ul style="list-style-type: none"> • About 12 peer educators/year • About 1,600 individuals receiving a presentation by the peer educators each year 	<ul style="list-style-type: none"> • Recording of all student queries to shape the content of the course/training for the subsequent year
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>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Attendance • Marketing and collateral distribution 	<p>MICA's efforts supporting history/heritage theme celebration months resulted in:</p> <ul style="list-style-type: none"> • 20 events for APA Heritage Month • 20 events Black History Month, • 26 events for Latino Heritage Month • 29 events for Pride Month 	

		<ul style="list-style-type: none"> • 6 events for American Indian Heritage Month • 8 events for Mixed Madness Month (multiracial/biracial) • 13 events for Women's History Month <p>A total of 122 programs were offered during '17-'18 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.</p>	<p>Metrics-MICA Learning Outcomes:</p> <ul style="list-style-type: none"> • Educational Empowerment • Critical Self-awareness/social consciousness • Community Advocacy • Intercultural/Intra-cultural Interaction <p>Assessments:</p> <ul style="list-style-type: none"> • Pre-Post Surveys • Open-ended Questions 	<ul style="list-style-type: none"> • 45 students completed both surveys, items from the survey indicate student growth and confidence in recognizing biases 	
<p>MICA: The It/Happened Project (ITH) uses a community-based theater format that is designed to expand UMD students' capacity for dialogue, inquiry, reflection and action about critical issues facing their campus and broader community. ITH was led by a team of UMD students and peer dialogue leaders. They hosted two performances in the spring semester of 2018. Each event used theatrical plays, poetry, and dance as a platform to stimulate difficult conversation about pressing issues related to identity, inclusion and campus climate. Over 130 faculty, staff and local community members attended at least one of the two events.</p>	<p>Metrics-MICA Learning Outcomes:</p> <ul style="list-style-type: none"> • Critical self-awareness/social consciousness • Intercultural/Intercultural interaction <p>Assessments:</p> <ul style="list-style-type: none"> • Post Surveys • Student led performances 	<p>After attending ITH:</p> <ul style="list-style-type: none"> • 88% of the participants stated they were motivated to further explore issues related to identity and diversity • 77% were more willing to engage with people with different identities and views about issues that were divisive • 70 % felt more comfortable engaging with people they did not know • 85% felt better able to see things from other people's point of view • 90% felt they were able to critically reflect on their personal experiences 	

<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 of marginalized identities with the goal of evoking dialogue and action around identity and build community across lines of difference.</p>	<p>Metrics- MICA Learning Outcomes:</p> <ul style="list-style-type: none"> • Critical self-awareness/social consciousness • Culturally affirmed and sense of belonging • Intercultural/intra-cultural interaction <p>Assessments:</p> <ul style="list-style-type: none"> • Journal Reflections • Spoken Word Performances 	<ul style="list-style-type: none"> • This past fall, eight (8) students were enrolled in the TOTUS class. • TOTUS students indicated feeling more comfortable in their ability to initiate and sustain healthy conversations and relationships with their peers who hold different beliefs • TOTUS students reported that the program enabled them to reflect more deeply about their social identities • UMCP Campus Community reach: approx. 3,500 people 	<ul style="list-style-type: none"> • 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>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 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.</p>	<p>Metrics- Internship Learning Outcomes:</p> <ul style="list-style-type: none"> • Academic-based learning and engagement • Organizational management; Wellness and personal development • Community advocacy and development • Cross-cultural programming and engagement <p>Assessments:</p> <ul style="list-style-type: none"> • Electronic Portfolio-Artifacts/Reflection Summaries 	<ul style="list-style-type: none"> • UMCP Campus Community reach: approx. 5,000 people. <p>FY18 COSI led programs are listed below with average attendance of 17 students per event. Some events have considerably higher attendance while others see a bit less. Numbers in parentheses indicate the number of interns for each program:</p> <ul style="list-style-type: none"> • AAPI COSI: “(Dis)Abilities Language Workshop”, CAAPIW - Family Dynamics in AAPI Community (2) • Multi-biracial COSI: “Student Activism Awareness Week” (1) • Native /Indigenous COSI: “Amazon Storyteller” (1) • Interfaith COSI: “Peacebuilding through Social Media”, “The Power of Prayer - A Key to Success”, Campus Support Resources Marketing Promo (2) • Design COSI: Graphic Design for Student Leaders 101, Navigating Remote Work (1) • The Student Experience (1) • Finance COSI: Fight for 15 (1) 	<ul style="list-style-type: none"> • Pre-post surveys for interns to better track changes in skill attainment over time (currently under development)

		<ul style="list-style-type: none"> • Latinx COSI: “Latinx Community Awareness” presentation (1) • LGBTQ COSI: “The Non-Profit Industrial Complex” (1) • BSI COSI: “Intersectionality Workshop” (1) 	
<p>MICA Monologues Series, an annual series of Monologues which speak to issues of identity in several of the communities that the office supports. This year there were Monologue Programs that reflected issues of identity in the Black, Latinx, American Indian, Queer, Multiracial and Asian American and Pacific Islander communities.</p>	<p>Metrics- Learning Outcomes:</p> <ul style="list-style-type: none"> • Critical Self-Awareness/Social Consciousness • Culturally Affirmed • Sense of Belonging • Intercultural/Intra-cultural Interaction <p>Assessment:</p> <ul style="list-style-type: none"> • Performer/Audience Interactions following programs • Attendance 	<ul style="list-style-type: none"> • This year there was an average attendance of 50 audience members at each of the Monologues • Interaction between performers and audience following the event suggest enhanced understanding of identity in specific communities 	
<p>Nyumburu Cultural Center – Black Male Initiative (BMI), a Black Men’s Leadership Series.</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Six-item attitudinal survey that inquired into students’ success behaviors and quest for academic excellence • Student testimonials regarding program’s impact on cognitive and affective domain success 	<p>Fall 2017 and Spring 2018:</p> <ul style="list-style-type: none"> • Three meetings per semester and four special workshops during the fall semester <p>Student success behaviors related to academics, health and spirituality, civic engagement, entrepreneurship, and career success</p> <ul style="list-style-type: none"> • Exploration of graduate and professional schools 	<ul style="list-style-type: none"> • Increased marketing with social media other than emails • Increased informal communication via student assistants and faculty/staff • Recruitment of new students • Funding for outreach to academic student communities

<p>Nyumburu Cultural Center – NewsBreak, Weekly Civic Engagement Forum for Undergraduate Students. Topics include:</p> <ul style="list-style-type: none"> • federal elections, • campus climate, • women’s rights and shifting gender roles, • socioeconomic status and income inequalities, • and cross-cultural communication within the African Diaspora. 	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Number of students participating in weekly meetings. • Results of student satisfaction surveys • Reputation of program to the campus diversity community, and goals fulfilled 	<p>An average of 65 undergraduate students participated each week:</p> <ul style="list-style-type: none"> • 95% - 99% are able to communicate with other students about campus, community, state, and global problems and issues that impacts their adjustment and retention at UMD 	<ul style="list-style-type: none"> • Funding specifically for this program • Inclusion of more campus issues (even though students focus on local, regional, federal, and international topics that impact their lives)
<p>Nyumburu Cultural Center – Sisterhood of Unity and Love (SOUL)</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Career awareness • Safety • Bonding • Awareness of popular culture issues. 	<ul style="list-style-type: none"> • 32 undergraduate students gave positive responses on all four indicators • Average attendance at bi-weekly meetings is 33 students 	<ul style="list-style-type: none"> • Mentors and speakers to attract additional attendees to the bi- weekly meetings
<p>Office of Civil Rights and Sexual Misconduct (OCRSM)</p> <p>Required online training for students, staff, and faculty; in-person version and translation provided for non-computer-based and limited English–speaking staff.</p> <p>Training programs include: Accessibility & Disability at UMD; Responding Effectively to Discrimination and Sexual Misconduct; and for students specifically, Sexual Misconduct.</p> <p>Outreach and awareness programs, including presentations and presence at campus-wide events.</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Training completion rates • Number of presentations and outreach events provided 	<p>Undergraduate Student Sexual Misconduct Training:</p> <ul style="list-style-type: none"> • Undergrads: 8,064 completed of 9,271 assigned <p>Responding Effectively to Discrimination & Sexual Misconduct:</p> <ul style="list-style-type: none"> • Grad Students: 6,614 completed of 9,435 assigned • Faculty: 3,653 completed of 4,349 assigned • Supervisory Staff: 1,605 completed of 1,765 assigned • Non-Supervisory Staff*: 3,445 completed of 5,809 assigned <p>*Includes Non-Computer Based Staff (In-Person Version): 179 completed</p>	<ul style="list-style-type: none"> • Continue to improve training completion rates, particularly among grad students, faculty and non- supervisory staff • Continue to increase awareness of our office and UMCP nondiscrimination policies through outreach

		<p>Disability & Accessibility at the University of Maryland:</p> <ul style="list-style-type: none"> • Faculty: 4,196 completed of 5,395 assigned • Supervisory Staff: 1,939 completed of 2,116 assigned <p>Number of Outreach & Awareness Programs:</p> <ul style="list-style-type: none"> • UMCP Title IX/Civil Rights Response Overview Presentations: 51 • Campus-wide Awareness/Education Events Presented/Attended: 20 • Responsible University Employee Reporting Obligations Presentations: 11 • Graduate Student/TA Title IX/Civil Rights Presentations: 6 	
<p>Office of Diversity & Inclusion (ODI) – Grants, support for diversity programming and cultural awareness across campus.</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Provision of funds to encourage and make possible diversity- themed efforts by others on campus 	<ul style="list-style-type: none"> • Co-sponsorship of over 25 different diversity-themed events or initiatives across the campus • Over \$60,000 disbursed for a wide variety of initiatives supporting greater cultural awareness 	<ul style="list-style-type: none"> • Better assessment of co-sponsored programs • Stricter guidelines for recognizing ODI’s support
<p>ODI – Climate Study, a primarily online web-based survey of students, staff, and faculty to assess campus climate regarding diversity and inclusion – the first to be offered to all members of the UMD community.</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • Approximately 70 survey questions for each group – students, staff, faculty – in 24 different categories • Additional open-ended questions to gather recommendations for UMD to move forward <p>Survey offered on paper in 8 languages</p>	<p>Data collection from Jan 29, 2018 to Feb 28, 2018:</p> <ul style="list-style-type: none"> • 9,545 logged in and completed all/part • Final sample of 7,276 following several steps of data cleaning • Responses of students: 58% • Responses of faculty: 14% • Responses of staff (including senior administrators): 28% <p>Preliminary report submitted in April ‘18 with final report due by end of June ‘18</p>	<ul style="list-style-type: none"> • Biennial studies to generate longitudinal data • Utilization of data for program development and assessment

<p>ODI – External Review by three nationally recognized authorities on Equity, Diversity, and Inclusion: William B. Harvey, Nancy “Rusty” Barceló, and Alma Clayton- Pedersen. Data/information submitted to review team in advance of campus visit included 1) Self-Study Report, 2) Report on Diversity Assets, 3) 2010 Strategic Plan for Diversity, 4) Joint President-Senate Inclusion and Respect Task Force Report, 5) Campus Climate Study Preliminary Report, 6) HR Recommendations Preliminary Report, and 7) FY19 Budget Submission with Justification. The campus visit was April 25-27, 2018.</p>	<p>The primary metrics to evaluate progress are:</p> <ul style="list-style-type: none"> • 5 of the 7 documents were developed by ODI • The Self Study-Report synthesized other reports • The Report on Diversity Assets included data submitted by multiple campus units (54 asks with 46 responses) • The Preliminary Campus Climate Study described above provided • HR Recommendations were developed by an HR Specialist working on contract • The budget was developed to address evident needs from documentation 	<p>The report of the External Review Team is to be submitted to campus’ senior leadership.</p>	<ul style="list-style-type: none"> • Evaluation and implementation of the External Review Team’s recommendations
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Section I – Goal 3: Statement I: Hate/Bias Incident Reporting Protocol

The Program Manager for Hate/Bias Response within the Office of Diversity & Inclusion leads the interdisciplinary team responsible for receiving reports, investigating, and responding to hate/bias incidents. The team is charged to continuously improve this protocol.

RESPONSE TO HATE/BIAS INCIDENTS

Acknowledge receipt of the report and review within 48 hours. The University of Maryland Police Department (UMPD) will offer a verbal acknowledgement and conduct an investigation. The Office of Civil Right and Sexual Misconduct (OCRSM) will provide electronic acknowledgment when reports are submitted via website. The Office of Diversity and Inclusion’s (ODI) Program Manager for Hate/Bias Response will provide outreach.

Internal Actions:

UMPD

- Receive and acknowledge report; assess & conduct baseline investigation.
- Exhaust investigation to determine if further action is needed or if the case is referred or closed.
- Track and map incident for criminal patterns.
- Share the report with OCRSM and ODI. OCRSM
- Online hate/bias reporting form includes an automated response that acknowledges receipt of report.
- Track incident for pattern of bias or discrimination.
- Share data about the reports with UMPD and ODI as they are received.

ODI

- Share data about reports with UMPD and OCRSM as they are received.

Refer individuals who report to campus resources for support and guidance.*Internal Actions:*

UMPD

- Provide report and contact information for individuals affected to ODI's Program Manager for Hate/Bias Response. OCRSM
- Automated response for hate/bias incident report form will include list of campus resources for support and guidance. Provide report and contact information for individuals affected to ODI's Program Manager for Hate/Bias Response.

ODI

- Consult with individuals affected by hate/bias incidents and formulate action plans in coordination with Hate/Bias Response Team.

Inform and consult with relevant campus administrators regarding any necessary and appropriate action.

UMPD, OCRSM, ODI

- Send confidential notification to relevant campus administrators.

Coordinate community outreach and educational programming to address campus climate issues.

ODI

- Consult with individuals affected by hate/bias incidents and formulate action plans in coordination with Hate/Bias Response Team.

Criminal and/or University sanctions may be pursued against perpetrators of true threats, hostile environment harassment or other legally actionable misconduct. Sanctions will not be pursued when speech is determined to be legally protected.

Section II: Institutional Plan (Transforming Maryland: Expectations for Excellence in Diversity and Inclusion): *Attached***Section III: Demographic Data – Student Enrollment**

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

Old Race Categories	Fall 2008			
Graduate	Male	Female	Total	%
American Indian: U.S.	12	13	25	0.2%
Asian: U.S.	411	404	815	7.7%
Black or African American: U.S.	313	522	835	7.9%
Foreign	1,526	985	2,511	23.9%
Hispanic: U.S.	151	182	333	3.2%
Unknown: U.S.	279	299	578	5.5%
White: U.S.	2,767	2,661	5,428	51.6%
Total	5,459	5,066	10,525	100.0%

Data Source: Frozen warehouse.

Note: Race reporting categories changed in 2010 per federal guidelines, thus 2008 should not be compared to later years.

New Race Categories	Fall 2010				Fall 2016				Fall 2017			
Undergraduate Students	Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%
American Indian or Alaska Native: U.S.	22	25	47	0.2%	17	13	30	0.1%	14	14	28	0.1%
Asian: U.S.	2,126	1,887	4,013	14.9%	2,588	2,067	4,655	16.3%	2,755	2,256	5,011	16.8%
Black or African American: U.S.	1,415	1,780	3,195	11.9%	1,636	2,033	3,669	12.9%	1,659	2,079	3,738	12.5%
Foreign	332	300	632	2.3%	714	597	1,311	4.6%	873	654	1,527	5.1%
Hispanic: U.S.	904	1,023	1,927	7.2%	1,308	1,467	2,775	9.7%	1,397	1,474	2,871	9.6%
Native Hawaiian or other Pacific Islander: U.S.	26	11	37	0.1%	10	9	19	0.1%	17	8	25	0.1%
Two or More: U.S.	361	384	745	2.8%	601	604	1,205	4.2%	665	602	1,267	4.2%
Unknown: U.S.	495	363	858	3.2%	257	227	484	1.7%	277	224	501	1.7%
White: U.S.	8,607	6,861	15,468	57.5%	8,015	6,309	14,324	50.3%	8,288	6,612	14,900	49.9%
Total	14,288	12,634	26,922	100.0%	15,146	13,326	28,472	100.0%	15,945	13,923	29,868	100.0%

New Race Categories	Fall 2010				Fall 2016				Fall 2017			
Graduate Students	Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%
American Indian or Alaska Native: U.S.	6	6	12	0.1%	5	10	15	0.1%	3	7	10	0.1%
Asian: U.S.	420	425	845	7.9%	326	355	681	6.4%	321	355	676	6.3%
Black or African American: U.S.	345	459	804	7.5%	342	503	845	8.0%	338	529	867	8.1%
Foreign	1,487	968	2,455	22.9%	2,029	1,538	3,567	33.6%	2,067	1,556	3,623	34.0%
Hispanic: U.S.	171	212	383	3.6%	219	206	425	4.0%	232	213	445	4.2%
Native Hawaiian or other Pacific Islander: U.S.	3	2	5	0.0%	1	2	3	0.0%	1	1	2	0.0%
Two or More: U.S.	85	98	183	1.7%	94	107	201	1.9%	93	122	215	2.0%
Unknown: U.S.	270	244	514	4.8%	404	313	717	6.8%	400	335	735	6.9%
White: U.S.	2,874	2,644	5,518	51.5%	2,101	2,056	4,157	39.2%	2,062	2,018	4,080	38.3%
Total	5,661	5,058	10,719	100.0%	5,521	5,090	10,611	100.0%	5,517	5,136	10,653	100.0%

Data Source: Frozen warehouse.

Note: Race reporting categories changed in 2010 per federal guidelines, thus 2008 should not be compared to later years.

Section III: Demographic Data – Faculty

Old Race Categories	Fall 2008			
Tenured/On-Track	Male	Female	Total	%
Amer Indian/Alaska Nat: U.S.				
Asian/Pacific Islander: U.S.	119	47	166	11.2%
Black/African American: U.S.	37	38	75	5.1%
Foreign	42	24	66	4.4%
Hispanic: U.S.	31	21	52	3.5%
Not Reported: U.S.	26	11	37	2.5%
White: U.S.	778	311	1,089	73.3%
Total	1,033	452	1,485	100.0%

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

Data Source: Frozen warehouse.

Notes: 1. Excludes graduate assistants per memo of instruction.

2. Fall 2008-2010 based on EEO Codes, Fall 2016-2017 based on SOC Codes, per change in federal guidelines.

3. Race reporting categories changed in 2010 per federal guidelines, thus 2008 should not be compared to later years.

New Race/Ethnicity	Fall 2010				Fall 2016				Fall 2017			
Tenured/On-Track	Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%
American Indian or Alaska Native: U.S.	2		2	0.1%	1	1	2	0.1%	1	1	2	0.1%
Asian: U.S.	133	59	192	13.1%	147	65	212	14.7%	152	72	224	15.4%
Black or African American: U.S.	37	36	73	5.0%	30	31	61	4.2%	32	33	65	4.5%
Foreign	24	14	38	2.6%	23	12	35	2.4%	23	16	39	2.7%
Hispanic: U.S.	28	24	52	3.6%	32	28	60	4.2%	34	31	65	4.5%
Native Hawaiian or Other Pacific Islander: U.S.				0.0%		2	2	0.1%	1	1	2	0.1%
Two or More: U.S.	1	1	2	0.1%	4	5	9	0.6%	5	5	10	0.7%
Unknown: U.S.	31	14	45	3.1%	63	47	110	7.6%	60	39	99	6.8%
White: U.S.	756	302	1,058	72.4%	674	277	951	66.0%	660	290	950	65.2%
Total	1,012	450	1,462	100.0%	974	468	1,442	100.0%	968	488	1,456	100.0%

New Race/Ethnicity	Fall 2010				Fall 2016				Fall 2017			
Not on Track	Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%
American Indian or Alaska Native: U.S.		1	1	0.0%	4	1	5	0.2%	2	1	3	0.1%
Asian: U.S.	157	87	244	9.2%	200	106	306	10.4%	210	118	328	11.0%
Black or African American: U.S.	44	60	104	3.9%	51	95	146	4.9%	58	95	153	5.1%
Foreign	323	115	438	16.5%	326	138	464	15.7%	327	128	455	15.3%
Hispanic: U.S.	26	28	54	2.0%	59	46	105	3.6%	60	59	119	4.0%
Native Hawaiian or Other Pacific Islander: U.S.				0.0%	1		1	0.0%	1	2	3	0.1%
Two or More: U.S.	3	3	6	0.2%	10	10	20	0.7%	9	16	25	0.8%
Unknown: U.S.	84	66	150	5.7%	192	146	338	11.4%	166	145	311	10.5%
White: U.S.	914	739	1,653	62.4%	892	675	1,567	53.1%	879	696	1,575	53.0%
Total	1,551	1,099	2,650	100.0%	1,735	1,217	2,952	100.0%	1,712	1,260	2,972	100.0%

Data Source: Frozen warehouse.

Notes: 1. Excludes graduate assistants per memo of instruction.

2. Fall 2008-2010 based on EEO Codes, Fall 2016-2017 based on SOC Codes, per change in federal guidelines.

3. Race reporting categories changed in 2010 per federal guidelines, thus 2008 should not be compared to later years.

Section III: Demographic Data – Staff

Old Race Categories	Fall 2008			
Staff	Male	Female	Total	%
Amer Indian/Alaska Nat: U.S.	11	7	18	0.3%
Asian/Pacific Islander: U.S.	169	229	398	7.7%
Black/African American: U.S.	587	756	1,343	26.0%
Foreign	15	36	51	1.0%
Hispanic: U.S.	119	267	386	7.5%
Not Reported: U.S.	72	86	158	3.1%
White: U.S.	1,302	1,515	2,817	54.5%
Total	2,275	2,896	5,171	100.0%

New Race/Ethnicity	Fall 2010				Fall 2016				Fall 2017			
Staff	Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%
American Indian or Alaska Native: U.S.	7	8	15	0.3%	8	5	13	0.2%	5	4	9	0.2%
Asian: U.S.	170	230	400	8.0%	178	238	416	7.3%	185	253	438	7.5%
Black or African American: U.S.	519	686	1,205	24.2%	554	769	1,323	23.2%	587	782	1,369	23.6%
Foreign	21	35	56	1.1%	20	49	69	1.2%	23	47	70	1.2%
Hispanic: U.S.	131	283	414	8.3%	188	361	549	9.6%	198	372	570	9.8%
Native Hawaiian or Other Pacific Islander: U.S.				0.0%	6	2	8	0.1%	5	2	7	0.1%
Two or More: U.S.	12	14	26	0.5%	26	47	73	1.3%	31	56	87	1.5%
Unknown: U.S.	78	87	165	3.3%	243	237	480	8.4%	241	221	462	8.0%
White: U.S.	1,279	1,429	2,708	54.3%	1,273	1,493	2,766	48.6%	1,282	1,510	2,792	48.1%
Total	2,217	2,772	4,989	100.0%	2,496	3,201	5,697	100.0%	2,557	3,247	5,804	100.0%

Data Source: Frozen warehouse.

Notes: 1. Excludes graduate assistants per memo of instruction.

2. Fall 2008-2010 based on EEO Codes, Fall 2016-2017 based on SOC Codes, per change in federal guidelines.

3. Race reporting categories changed in 2010 per federal guidelines, thus 2008 should not be compared to later years.

Transforming Maryland

Expectations for Excellence in
Diversity and Inclusion »



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The University of Maryland's strategic plan for diversity, *Transforming Maryland: Expectations for Excellence in Diversity and Inclusion*, was produced by University Marketing and Communications for the Diversity Steering Plan Committee. Special thanks go to the plan's editor, Joanna Schmeissner.

Transforming Maryland

Expectations for Excellence in
Diversity and Inclusion »

**THE STRATEGIC PLAN FOR DIVERSITY
AT THE UNIVERSITY OF MARYLAND**

DECEMBER 2010

ENDORSED BY THE UNIVERSITY SENATE
ON SEPTEMBER 16, 2010

The University of Maryland has long promoted diversity as a core value. We recognize a diverse educational community as one of our greatest strengths.

I am proud to be continuing in the tradition of recent University of Maryland presidents who led us to outstanding accomplishments in this area, including Robert Gluckstern, John Slaughter, William Kirwan and C. D. Mote, Jr. Under their leadership, the university embraced a vigorous commitment to becoming a multiethnic, multiracial, and multicultural institution.

The diversity plan presented here, *Transforming Maryland: Expectations for Excellence in Diversity and Inclusion*, is aligned with the university's strategic plan, which represents the aspirations of our community and calls for the University of Maryland to renew its efforts in diversity. The strategic plan articulates three principles for which we must strive as a preeminent research university: impact, leadership, and excellence. The diversity of our faculty, staff, and students is a fundamental component of each of those principles.

Our 10-year diversity plan is visionary, inspirational, and inclusive, and calls on our

university to serve as a leader for the next generation of scholars. It clearly sets forth our aspiration and our determination to become a model diverse community of learning, exploration, and self-examination whose impact will be felt across the state of Maryland and the nation.

I embrace the vision outlined in this document and ask that you read, review, and commit to implementing its strategies and goals.

Wallace D. Loh
President

The strategic plan for diversity at the University of Maryland, *Transforming Maryland: Expectations for Excellence in Diversity and Inclusion*, is a document that represents the remarkable journey of the University of Maryland, College Park.

The first 100 years in the history of the university reflect the challenges of our state and the nation. Many were excluded from obtaining an education and working here, and the curriculum made invisible the contributions of many in our society.

However, the past 50 years at Maryland have been extraordinary, first as we integrated all populations into the student body, faculty, and staff, and then as we eagerly embraced the idea of diversity, transforming the institution into a national leader in this area. Today we are well on the path toward realizing our vision of being a “model multiracial, multicultural, and multigenerational academic community.”

I am tremendously grateful to the members of the Diversity Plan Steering Committee for their hard work, diligence, and dedication to developing this plan over an 18-month period. I would also like to thank the hundreds of University of Maryland community members who attended town hall meetings and listening sessions and submitted comments on the plan.

The suggestions offered improved the document and expanded ownership of the notion of diversity beyond any single community. I would also like to thank the University Senate and university leadership for endorsing and embracing the document.

Those of us who worked together to develop the plan believe that Maryland is poised to become the university model for diversity and inclusive excellence in the nation. We have developed a 10-year document that lays a comprehensive roadmap for meeting this goal and calls on the University of Maryland to serve in a preeminent leadership role for the next generation of scholars.

Robert Waters
*Associate Vice President for Academic Affairs
and Assistant to the President
Chair, Diversity Plan Steering Committee*

A photograph of a diverse group of students walking along a paved path on a university campus. The path is bordered by green grass on the left and a grassy area with trees in the background. The students are wearing various casual clothing, including hoodies, jackets, and jeans. Some are carrying backpacks or folders. The scene is set outdoors with trees and a clear sky in the background.

I. The University of Maryland's Commitment to Diversity »



The University of Maryland, the flagship of the University System of Maryland and one of the nation's top research universities, has long embraced diversity as a core value and counts a diverse educational community among its great strengths. Our commitment to diversity rests on three tenets:

1. We believe that living and working in a community that accepts and celebrates diversity is a joy and a privilege that contributes to the vitality and excellence of the educational experience.
2. We believe that as a state university, we have a responsibility to assure all citizens access to the transformative experience of an outstanding higher education and the opportunity for success in this experience.
3. We believe it is essential that our students have exposure to different perspectives, that they interact with people from different backgrounds, and that they explore ideas with those from different cultures in order to succeed in an increasingly diverse workplace and global community.

In short, creating an educational and work environment that is rich in diversity, inclusive, and supportive of all students, faculty, and staff is morally right and educationally sound. We commit ourselves fully to implementing the strategies set forth in this plan to achieve an optimal environment for all members of the university community.

The university strategic plan of 2008, *Transforming Maryland: Higher Expectations*, clearly states the results we strive for as a preeminent university: impact, leadership, and excellence. We know without doubt that the diversity of our university faculty, staff, and students is a cornerstone of that excellence. This diversity plan is aligned with the goals of the university strategic plan. It calls for the university to energetically renew its efforts in diversity. The results will be transformative.

The strategic plan states the mission of the university with eloquence: “As the flagship, its task is to look over the horizon, attract the most brilliant minds, advance the frontiers of knowledge, stimulate innovation and creativity, and educate those who will be leaders in business, public service, education, the arts, and many other fields.” To succeed in this task we must have a community that acknowledges and celebrates diversity in all its dimensions.

Through the goals and strategies outlined in this plan, we intend to secure and maintain a working and learning environment in which all members of our community are

welcomed and can flourish regardless of race, color, creed, sex, sexual orientation, gender identity, marital status, personal appearance, age, national origin, political affiliation, or hidden or visible disabilities.

We are confident that we can meet the goals outlined in this document because the university has special strengths on which it can build: 1) a history of national leadership in diversity initiatives during the past three decades; 2) a substantial record of scholarship on diversity issues across the disciplines; 3) a location that offers opportunities to engage with a wealth of diverse communities, including large African American, Hispanic American/Latino/a, and Asian American populations, and thanks to the proximity of the federal government agencies and offices, a substantial international population; and 4) a conviction that a university community energized by diverse perspectives and experiences provides an enriching educational experience and strong competitive edge for our students, our faculty, and our state.

We are uniquely positioned to influence the world outside the university based on the contributions and research of our faculty, students, and staff. Our vision for the next decade is to become a model diverse community of learning, exploration, and self-examination whose impact is felt across the state and the region and throughout the nation and world.



II. The University's Transformation into a Leader in Diversity »





University of Maryland Leaders Embrace Diversity

The university undertakes this new diversity plan after three decades of successful initiatives that focus on diversity issues. We are confident in the university's ability to meet new challenges in creating the community of the future. After an early history in which the university engaged in deplorable practices of discrimination and held destructive prejudices against women, we now have a keen appreciation of the moral imperative of equity and diversity. We know that at the time of its founding in 1856, 16 of the first 24 trustees of the Maryland Agricultural College were slave owners and that slaves labored, if not on campus, certainly throughout Prince George's County, in which it was built. White women were first admitted in 1916, and African Americans in 1951. Though slower than we would wish in including all citizens and creating an appropriate climate for their success, in the past decades the university eagerly adopted the ideal of diversity and has worked diligently to transform the campus to become a national leader in this area. The University of Maryland's strategies were among those highlighted in the *Diversity Blueprint: A Planning Manual for Colleges and Universities*, published with the American Association for Colleges and Universities (AAC&U) in 1995. Today we are on the path toward realizing our vision of being a "model multiracial, multicultural, and multigenerational academic community."

We have been guided by many dedicated members of the campus community in this transformation, especially three exceptional leaders: Dr. John Slaughter, chancellor, 1982–88; Dr. William E. Kirwan, president, 1988–98; and Dr. C. D. Mote, Jr., president, 1998–2010. Under their leadership, the university embraced a commitment to diversity with unwavering vigor. The journey toward a diverse and inclusive institution began with race and gender, but the imperative to address other identities became apparent as we undertook various initiatives. Indeed our terminology that today favors the word "diversity" evolved from a growing understanding of the complexity of this work.

During his tenure as chancellor of the University of Maryland, Dr. Slaughter, one of the first African American chancellors of a major state university, challenged the campus to become a "model multiracial, multicultural, and multigenerational academic community." Under Dr. Slaughter's

leadership, the university moved from being an institution focused merely on compliance with equity mandates, to an academic community that addressed diversity pro actively.

Under the leadership of his successor, President Kirwan, the university made giant strides in its commitment to equity and inclusion for minorities. His administration supported major initiatives designed to involve every campus unit and department in activities that supported minority faculty, staff, and students. University leaders raised expectations for recruitment of faculty, undergraduates, and graduate students from under represented groups; developed major initiatives to support and mentor minority members on our campus; and provided significant financial support for activities likely to increase the success of minority members of the university community. From 1990 through 1995, President Kirwan led the university's defense of a legal challenge to the university's Banneker scholarship, a program designed to enroll academically talented African American students. While the court eventually ruled against the race-exclusive nature of the scholarship, the university's defense of the case was a first step in developing the now-widespread use of the diversity rationale to advance affirmative action goals in higher education.

President Mote built on these efforts, deepened our understanding of the complexities of diverse backgrounds and identities, and expanded the focus of our commitment. He sponsored innovative and successful programs that reached into Maryland communities with large numbers of disadvantaged students, and created pipelines for students who had overcome adverse circumstances to obtain an affordable college education. In the past decade, the university significantly increased the graduation rates of undergraduates from all racial/ethnic backgrounds, and made substantial progress in closing the achievement gap. In recognition of the university's growing global impact, President Mote also vigorously supported programs that offer students life-changing international experiences.

Led by the former president, the administration pushed aggressively to promote the rights of gays, lesbians, and women and fought to obtain benefits for domestic partners of university employees. The state began providing same-sex domestic partner health benefits to Maryland state employees and retirees in July 2009. Under President Mote's leadership, the university also introduced new family-friendly policies and programs to help faculty, staff, and students balance their academic, work, and family responsibilities.

WHERE WE ARE TODAY: DIVERSITY ACCOMPLISHMENTS

Diversity and inclusiveness have, over time, become integral and ongoing components of the university's institutional identity. A quantitative sketch of our successes indicates how far the University of Maryland has progressed in recent decades.

The diversity of our students:

- Students of color comprise 34% of the undergraduate student body.
- African American students constitute 12% of our undergraduates.
- Asian American students comprise 15% of Maryland's undergraduates.
- The Hispanic American/Latino/a student population increased 29% at the undergraduate level and 58% at the graduate level from 2001 to 2009.
- The percentage of new minority graduate students increased from 16% in 2001 to 21% in 2009.

The success of our students:

- The University of Maryland is one of the top degree-granting institutions for African American and other minority students in the United States. In 2009, our campus was rated No. 1 among AAU institutions for the number of African American Ph.D.s.
- In a 2010 study by the Education Trust, the university had the fourth-highest ranking for 2007 graduation rates of minorities among public research universities.
- In the same study, the university was ranked 14th in improved graduation rates for minority students (2002-07).
- Six-year graduation rates for African American students have increased from 46.3% to 70.4% in the past 10 years (Classes of Fall 1993 and Fall 2003). Graduation rates for Hispanic American/Latino/a students rose from 49.3% to 72.0% in the same time period.

- The university has achieved parity between male and female bachelor's and master's degree recipients since 2001. In fact, between 2001 and 2008 more women than men were awarded Bachelor's degrees.

- The gap between male and female doctorates is also narrowing, with women earning 48% of all doctoral degrees in 2009.

The diversity of our faculty and staff:

- Between 2000 and 2009, the percentage of women in the tenured/tenure track faculty increased from 26% to 31% and the percentage of faculty of color in this group increased from 16% to 20%.
- In 2009, one-third of new tenured/tenure track faculty hires were women and 43% were members of ethnic minority groups.
- The number of women department chairs grew from six in 2004 to 15 in 2009, a 150% increase.
- The university's diverse staff is 16% African American, 7% Asian American, 5% Hispanic American/Latino/a, 17% from other nations, and 52% women.



III. Taking Stock: Diversity Initiatives at Maryland »



University Offices that Promote Equity and Diversity

Several campus programs have been established that address diversity issues, and the dates of their inception reflect the growing understanding of the complexity of diversity and the variety of groups that need to be served.

The Office of Human Relations Programs (1971), now known as the Office of Diversity and Inclusion (ODI), is responsible for compliance with the Human Relations Code that contains our official nondiscrimination policy (1976; amended in 1992 to include sexual orientation). The office also provides a variety of multicultural and diversity education programs, including intergroup dialogues.

Many other offices, centers, and programs address specific issues. These include the:

- Nyumburu Cultural Center (1971)
- Office of Multi-Ethnic Student Education (1971)
- Disability Support Services (1977)
- Office of Lesbian, Gay, Bisexual, and Transgender (LGBT) Equity (1998)
- Maryland Incentive Awards Program (2000)
- Office of Multicultural Involvement and Community Advocacy (2006), formerly Student Involvement and Minority Programs (1987)

Special presidential commissions focus on eliminating inequity and fostering community for specific groups on campus. The four President's Commissions focus on: Women's Issues (1973), Ethnic Minority Issues (1973), Disability Issues (1986), and Lesbian, Gay, Bisexual, and Transgender Issues (1997).

The Provost's Conversations on Diversity, Democracy, and Higher Education, established in 2003, promote university-wide awareness and dialogue about nationally important diversity issues.

Diversity in the Curriculum

The university has been a leader in interdisciplinary programs, with its American Studies program (1945) one of the earliest in the nation. This history was a stepping-stone for academic programs and concentrations that focus on educational issues surrounding specific areas of diversity. First introduced in the 1960s, these programs have helped to broaden our understanding of diversity, cultivate community, and build support for various social identity groups.

Many programs that began as concentrations in traditional departments led to the establishment of formal academic programs:

- African American Studies (1968)
- Women's Studies (1977)
- Jewish Studies (1980)
- Latin American Studies (1989)
- Asian American Studies (2000)
- Lesbian, Gay, Bisexual, and Transgender Studies (2002)
- Persian Studies (2004)
- U.S. Latino Studies (2007)

The university has also been a national leader in fostering diversity as a serious topic for research and academic exploration. One of the most important and successful initiatives has been the Consortium on Race, Gender, and Ethnicity (1998). Faculty members working through the Consortium have published groundbreaking studies on the complexity of issues surrounding self-identity and diversity.

In 2008, the U.S. Department of Education granted the university status as a minority-serving institution for Asian Americans and Pacific Islanders, a gateway to targeted support for the growth of academic programs and support for student scholarships.

The David C. Driskell Center for the Study of the Visual Arts and Culture of African Americans and the African Diaspora, established at UMD in 2001, preserves the heritage of African American visual arts and culture.

Existing and new courses within established disciplines have been infused with elements and principles of diversity with the assistance of the Curriculum Transformation Project (1989). Since 1990, undergraduate students have had a CORE diversity requirement, and they currently have co-curricular opportunities that address diversity such as Words of Engagement: Intergroup Dialogue Program (2000) and the Common Ground Multicultural Dialogue Program (2000).

There are far more activities, campus-wide, and locally, than we can include in this overview, but the programs listed above represent the breadth of our commitment to building a diverse and inclusive campus community.



IV. Recommendations »

The University of Maryland has laid a strong and broad foundation for diversity and equity over the past three decades. The recommendations in the diversity strategic plan aim to ensure that the university will build on this foundation and continue as one of the nation’s higher education leaders in diversity, equity, and inclusion.

Clearly, the university has made great progress. However, building a community in which support for diversity permeates all levels is an ongoing process. The university still has much to do to create the optimal and inclusive learning and work environment to which it aspires. Vigorous efforts should be made to further diversify the senior leadership, faculty, and student body; to create a more vibrant and inclusive campus community; to support diversity-related research; and to implement a curriculum that prepares our students to succeed in a multicultural, globally interconnected world. This plan sets forth strategies to take us to the next level.

Our plan seeks to accomplish three goals:

- 1. To ensure policies and structures are in place at all levels of the university to support transformational leadership, recruitment, and inclusion efforts, and to institutionalize campus diversity goals;
- 2. To foster a positive climate that promotes student success and encourages faculty and staff members to flourish; and
- 3. To promote a vision across the university that fully appreciates diversity as a core value and educational benefit to be studied, cultivated, and embraced as a vital component of personal development and growth.

The plan includes many exciting, bold initiatives to help the university meet its goal of excellence in diversity. Highlights include: the appointment of a chief diversity officer and creation of an Office of University Diversity; the establishment of a

representative Diversity Advisory Council that will give a central voice to the needs and visions of diverse groups at all levels of the campus community; the introduction of new initiatives to assist with recruitment and retention, such as cluster faculty hires and work-family initiatives; the creation of a “building community” fund to support innovative approaches for enhancing the campus climate; and the emphasis on challenging new general education diversity requirements that will engage students in learning about plural societies and prepare them to be culturally competent leaders.

Following are the major goals and strategies of the diversity strategic plan, organized in six core areas: Leadership, Climate, Recruitment and Retention, Education, Research and Scholarship, and Community Engagement.

A. LEADERSHIP

Leadership is essential to building a more diverse, inclusive, and equitable institution. This plan proposes to strengthen the diversity leadership throughout the campus. The goals and strategies listed below recognize that leadership in diversity must come from senior leaders as well as from the ranks of students, faculty, and staff.

First, the plan calls for leadership from the top. When the university’s senior administrators endorse diversity programs and initiatives, they affirm that diversity is a core value and set the tone for action throughout the university. The appointment of a chief diversity officer and establishment of a campus-wide Diversity Advisory Council to replace the current Equity Council will be a visible signal of this commitment. With wide representation from campus groups, the new council will focus on major diversity initiatives that can help move the campus forward.

Second, leadership in diversity requires a commitment to increasing the presence of individuals from diverse populations among those in charge at all levels. This plan proposes an energetic effort to increase their numbers through robust recruitment strategies. In addition, the university should expand and strengthen programs of professional development that prepare individuals from underrepresented groups already on campus to move into positions of leadership. Students, faculty, and staff all benefit from a community in which those in charge reflect diversity among their ranks.

Finally, the university should support a vigorous effort to inculcate the principles of diversity, equity, and inclusion in all faculty, staff, and students so that leadership in diversity is something every member of the university community understands and for which each one feels responsible.

GOAL A.1 The university will provide strong leadership for diversity and inclusion at all campus levels.

Strategies

- A. The president will appoint a chief diversity officer (preferably a vice president with faculty rank) who reports directly to the president and is a member of the President's Cabinet.
- B. The university will create an Office of University Diversity led by the chief diversity officer. The officer and his or her staff will advocate for diversity and equity issues; provide active oversight, coordination, and evaluation of work in these areas; track university progress in meeting the goals of the diversity strategic plan; and encourage and support the efforts of units to achieve their diversity goals.



- The office will serve as a resource providing regular and accurate information on existing university equity and diversity programs, centers, academic units, and identity-based organizations.
 - The office will develop a comprehensive communication plan and strong campus Web presence to: provide diversity and equity information; disseminate examples of best practices for promoting diversity and inclusion; and highlight the university's leadership in diversity research, academic, and co-curricular programming, minority graduation rates, and other accomplishments.
 - The office will establish a resource center to share diversity materials (e.g., curricula/syllabi, co-curricular programs, fellowships, funding opportunities) and provide a site for consultation and collaboration on diversity, equity, and climate issues.
- C. The university will create a campus-wide diversity advisory council with representatives from all divisions, schools/colleges, graduate and undergraduate student bodies, and other appropriate units, to play a key role in advising the chief diversity officer regarding diversity decision-making, planning, and training.
- Units represented on the diversity advisory council will appoint diversity officers who will be responsible for providing diversity education and training, overseeing climate assessments, and supporting diversity-related recruitment/retention, programming, and evaluation efforts within the unit. Diversity officers will also collaborate on campus-wide diversity initiatives. Responsibilities, expectations, and accountability for diversity officers will be clearly defined and consistent across units.
 - Although the diversity advisory council will replace the Equity Council as the major diversity leadership body, units may continue to appoint equity administrators to oversee all aspects of search and selection procedures, including data collection.
- D. The president, vice presidents, and deans will take steps to increase the diversity of leadership ranks across all divisions, colleges/schools, and departments/units to support a diverse and inclusive institution.
- E. The university leadership will help each unit establish measurable goals for diversity and inclusion at the division,



college or school, and department/unit levels and help units meet their goals. Accountability mechanisms will be used to assess outcomes. Support for diversity and inclusion will be a uniform qualification for all leadership positions and a performance criterion in the annual reviews of all campus leaders.

GOAL A.2: The university will increase opportunities for leadership training, mentoring, professional growth, and advancement of diverse faculty and staff in all divisions.

Strategies

A. The Provost's Office will:

- Provide an annual leadership orientation for all new vice presidents, deans, and department chairs that includes a significant focus on fostering diversity and inclusion. This orientation should address such topics as supporting diversity research/scholarship and teaching, creating an inclusive climate, dealing with sexual harassment, and recruiting and retaining diverse faculty, staff, and students.
- Offer leadership training and mentoring programs, such as



the university's Leadership Education and Administrative Development (LEAD) program, which prepare tenured faculty to assume campus and professional leadership positions. Women, minorities, and faculty from diverse backgrounds will be actively encouraged to apply for these programs.

- B. The university will establish leadership education and mentoring programs for talented staff from diverse groups that provide avenues for professional growth, network development, and career advancement.
- C. The chief diversity officer will offer periodic training that prepares faculty and staff from all groups to be influential leaders, advocates, and spokespeople for diversity initiatives across the campus.

B. CLIMATE

All individuals in a community need to feel that their individual worth is recognized, their work is respected, and they work in an environment in which they can flourish. If students feel marginalized because they are different from those in the mainstream, if faculty or staff members feel that their contributions are not valued, or if any individual feels isolated and excluded by a climate that is unfriendly or uninterested, the

university community is diminished. A welcoming, supportive climate is essential in our academic community.

The university has in place clearly defined policies and legal guidelines to deal with egregious problems such as sexual harassment, hate speech, or threats. The initiatives addressed in this plan aim to ensure that we go beyond a neutral climate to one that is completely supportive and inclusive. This diversity plan focuses on ways to enhance day-to-day learning and working conditions. The creation of a climate that nurtures and supports all of its members requires proactive acts of self-examination.

Many useful tools are available for self-assessment of the workplace and classroom climate. Exit surveys, for example, are accepted and valuable ways to measure experiences. The plan proposes surveys and other formal assessments as initial steps, but units will also find it helpful to gauge climate issues through informal group discussions, spontaneous interviews with individuals in the unit, and other activities.

GOAL B.1: The university will ensure a welcoming and inclusive learning community, workplace, and campus environment.

Strategies

- A. Units will actively support and demonstrate adherence to the university's policies on equity, non-discrimination, compliance, and equal employment opportunity/affirmative action.

B. The chief diversity officer, in collaboration with the Diversity Advisory Council, will:

- Create an online climate assessment survey that will be administered by all units to establish a baseline so they can assess their needs in creating a climate conducive to success. The results will be submitted to appropriate unit heads (e.g., deans, vice presidents) for review and feedback. The climate assessment survey will be repeated periodically, maybe even annually, as dictated by the results.
 - Create the framework for a climate enhancement plan and help units use the plan to identify strategies for responding to climate concerns and to create an inclusive, welcoming environment. Climate enhancement plans will be submitted to and discussed with appropriate unit heads and unit diversity officers.
 - Develop a schedule for unit heads and the Diversity Advisory Council to reach out, work with units, and offer them support and advice as indicated by the results of their climate assessment surveys and the outcomes of their climate enhancement plan activities.
- C. The university will survey graduating students on an annual basis concerning the impact of their diversity-related

educational and co-curricular experiences, as well as their perceptions of the campus climate.

GOAL B.2: The university will develop and implement innovative, cross-cutting programs to improve and enhance the campus climate for diverse students, faculty, staff, and visitors.

Strategies

- A. The chief diversity officer, in consultation with the Diversity Advisory Council, will identify common themes that arise from climate assessments and develop campus-wide programs to foster an inclusive, civil environment and to remedy climate-related problems.
- B. The university will create a “building community” fund administered by the chief diversity officer to support innovative initiatives for enhancing the climate within and/or across units, and between social identity groups on campus.
- C. Across the university, in campus-wide social activities and campus offices designed to address issues of different cultural and identity groups, the university will celebrate and promote a community based on inclusiveness and respect for





differences, encouraging close interaction among individuals on campus with varying backgrounds, experiences, interests, and perspectives.

- D. The President's Office will continue to support the Commissions on Women's Issues, Ethnic and Minority Issues; Disability Issues; and Lesbian, Gay, Bisexual, and Transgender Issues in their work to identify campus diversity concerns, educate university constituencies, advocate for programmatic and policy improvements, and celebrate the achievements of diverse members of the campus community. With oversight from the chief diversity officer, the commissions may hold annual (or periodic) town meetings of their constituencies to identify issues that require university attention, evaluate progress in achieving equity and diversity goals, and make recommendations to the President.

C. RECRUITMENT AND RETENTION

Excellence at the university depends on the recruitment and retention of outstanding faculty and staff. Talented individuals with great potential are found among every group. To build an academic community that is preeminent, the university will actively seek and aggressively recruit these outstanding and diverse individuals to our faculty, staff, administrative ranks, and student body. The university has taken action in recent years to remove impediments to effective recruiting and retention of faculty. For example, new policies recognize the needs of faculty involved in child-rearing, a concern that has

disproportionately affected the careers of academic women. A newly established Family Care Resource and Referral Service will provide a variety of child and elder care services to facilitate greater work-life balance for faculty, staff, and students. In 2009-10, the university also instituted a policy for part-time status of tenured/tenure-track faculty due to childrearing responsibilities, enabling faculty with young children to work part-time.

Research and experience have shown that achieving a critical mass of colleagues is especially important in recruiting individuals from groups who are not in the mainstream. If many individuals from a particular group find support and success in a department or unit, others from that group will be more eager to join them. It will be our goal, at every level, to build the critical mass that signals the University of Maryland is a welcoming home for every individual who aspires to reach his or her highest potential. The promotion of cluster hires and a renewed emphasis on mentoring of junior faculty will help ensure success in building the corps of minority and women faculty across the university. Likewise, the university will support efforts to recruit, retain, and promote diverse staff members, and to overcome unfair barriers to their advancement.

The university's recruitment strategies over the past two decades at the undergraduate level have reaped rewards and successes. We are proud of the steady enrollment of African Americans and Asian Americans, of the increasing numbers of Hispanic American/Latino/a students attending the university, and of the numbers of women in our programs. Innovative recruitment efforts at the undergraduate level will continue. The university's strategic plan set forth goals for supporting graduate students, casting a wide net in their recruitment that should greatly help to attract minority students and women, and offer them the highest level of mentoring and guidance. We expect steady increases in the enrollment and success of diverse graduate students as a result of these new measures.

GOAL C.1: The university will continue to recruit, promote, and work to retain a diverse faculty and staff.

Strategies

- A. The Office of the Provost and college/schools will implement faculty recruitment strategies, such as cluster hiring, faculty exchanges with minority-serving institutions, and programs that build the pipeline of future faculty, to increase faculty diversity and create an inclusive community that facilitates retention. A faculty recruitment fund will provide support to enhance the diversity of the university's faculty.



- B. The university will join the Higher Education Recruitment Consortium (HERC) to increase its competitive advantage in recruiting talented and diverse faculty and staff, and to identify potential positions for their family members.
- C. The chief diversity officer will work with deans and department chairs to determine the availability of women and minorities in targeted fields, and to ensure that departments are making efforts to hire diverse faculty and staff in proportion to their availability in relevant job pools.
- D. The Office of the Provost, deans, and chairs will develop mentoring, professional growth, and other retention initiatives, such as collaboration cafés, to reduce disparities in the retention rates of tenure-track and tenured faculty from diverse groups. Administrators should replicate best practice models from departments that have been successful in retaining and promoting faculty of color, and should provide mentorship training to faculty who choose to become mentors.
- E. The chief diversity officer will monitor faculty retention and promotion/tenure rates, identify impediments to retention and advancement, and make recommendations for remedying identified disparities.
- F. Deans and department chairs will carefully evaluate campus service assignments and mentoring activities of junior faculty, with a particular focus on women and minority faculty, and will ensure that they have time to successfully

complete their teaching and research responsibilities required for promotion and tenure.

- G. The chief diversity officer will monitor staff retention, promotion, and turnover rates, identify barriers to career advancement, and make recommendations for remedying identified obstacles.
- H. The university will implement family-friendly policies and provide services to facilitate work-life balance as retention incentives.

GOAL C.2: The university will recruit, retain, and graduate a diverse student body.

Strategies/Undergraduate Students

- A. The Division of Academic Affairs will adopt innovative, high-contact recruitment models, including those that employ alumni of color and international alumni, to attract a diverse student body from all areas of the state, the nation, and the world. The university will set appropriate goals for increasing enrollments.
- The university will increase the percentage of undergraduate students from underrepresented groups (African American, Asian American, Hispanic American/Latino/a, Native American, and multiracial) to a target of at least 38% of the total enrollment by 2018.



- The university will increase the percentage of international undergraduate students to a target of at least 8% of the total enrollment by 2018.
- B. The university will continue to create scholarship and financial aid programs to ensure that higher education is accessible to diverse undergraduates, particularly low-income, first-generation students.
- C. The Division of Academic Affairs will support initiatives that enhance the academic preparation of low-income, first-generation students during their pre-college years, and that encourage their college attendance.
- D. The university will regularly review its 27 admission factors, including academic achievement, standardized test scores, and other criteria, to ensure that admissions procedures do not negatively impact women, minority, and low-income students. Members of the university community should make every effort to share information about the individualized, holistic evaluation of student applicants to the university.
- E. The university will work to close the academic achievement gap by bringing the graduation rates of African American, Hispanic American/Latino/a, and Native American students in line with those of the general student body. Specifically, the university will reduce the discrepancy between the six-year graduation rate of students from the above groups and that of all students to 5% or lower by 2018.
- F. The university will continue to support offices and programs that facilitate undergraduate student success, progress to degree, and timely graduation, including those that provide smooth transitions to campus life, mentoring advising, and positive academic and co-curricular experiences.

Strategies/Graduate Students

- A. The Graduate School and deans will develop innovative programs to recruit, enroll, and retain diverse graduate students, and increase their degree completion rate.
- The Graduate School and colleges and schools will educate graduate directors and other interested faculty on best practices for recruiting, retaining, and graduating diverse students.
- Colleges and schools will periodically review and provide feedback on department plans for recruiting a diverse student body.
- B. The provost and Graduate School will consider the success of its programs in recruiting and graduating a diverse population of graduate students when allocating institutional financial support to programs, departments, and colleges and schools.

D. EDUCATION

Consistent with the goals of the strategic plan, the university strives to provide every student with an education that incorporates the values of diversity and inclusion and prepares its graduates for an increasingly diverse United States and evolving global society. Curricula should ensure that graduates have had significant engagement with different cultures and global issues.

The new general education plan spells out clearly the courses and curricula that will be required to broaden the vision of all undergraduates. Innovative new diversity courses will increase students' understanding of cultural pluralism, develop their cultural competencies, and provide exceptional opportunities to study abroad. In addition, the university has many outstanding scholars whose work has focused on diversity issues within their disciplines. To name just a few, our School of Public Health has a major research focus on the reduction of health disparities in Maryland's minority populations, our history faculty and students have traced historic connections between African American slavery and the Maryland Agricultural College (which grew into the University of Maryland), and our education scholars regularly conduct studies with urban schools in Prince George's County and Baltimore that have large minority populations. University faculty from many disciplines have made important contributions to the scholarship on diversity and self-identity. These and many other programs can be given campus-wide publicity and tapped to provide educational experiences for undergraduates.

Through a collaborative process, the university will consider how best to incorporate the study of diversity and different cultural perspectives in its academic programs, courses, and co-curricular programs. Students will gain knowledge of intellectual approaches and dimensions of diversity, develop an understanding of diverse people and perspectives, and recognize the benefits of working and problem-solving in diverse teams. Programs and activities that promote cross-cultural understanding will help to prepare students for careers in a global economic environment and life in a multicultural society.

GOAL D.1: The university will ensure that undergraduate students acquire the knowledge, experience, and cultural competencies necessary to succeed in a multicultural, globally interconnected world.



Strategies

- A. The university will implement the new general education plan with Diversity requirements that increase undergraduates' knowledge of diversity issues, understanding of pluralistic societies, engagement with peers from diverse backgrounds, and multicultural competencies. The Division of Academic Affairs and colleges and schools will support the development of new courses and modification of existing courses to fulfill requirements of the Understanding Plural Societies and Cultural Competence courses in the university's general education program.
- B. The divisions of Academic Affairs and Student Affairs will integrate diversity and social justice education into academic courses, living and learning programs, residence hall programs, and other co-curricular activities.
- C. The university will expand opportunities for all students to participate in global learning and leadership experiences, including education abroad, alternative breaks, service learning, and internships. The university will actively encourage and provide incentives for first-generation undergraduates, students from minority groups, students with disabilities, and other students from diverse backgrounds to take advantage of these opportunities.

D. The university will continue to support intergroup dialogue programs that expose students to the identities, backgrounds, cultural values, and perspectives of diverse students, and that enhance their communication, intergroup relations, and conflict resolution skills.

GOAL D.2: Departments and programs will equip graduate students with diversity-related expertise.

Strategies

A. The Center for Teaching Excellence; Office of Diversity and Inclusion; Consortium for Research on Race, Gender and Ethnicity; and Graduate School will collaborate with academic departments to provide graduate teaching assistants with training in how to teach effectively in diverse, multicultural classrooms/settings and incorporate diversity topics in their courses.

B. Working with the Division of Research and Graduate School, departments will ensure that graduate students are educated in the responsible conduct of research, including research involving vulnerable populations.

GOAL D.3: The university will increase faculty capacity to educate students about diversity issues and to develop inclusive learning environments.

Strategies

A. The Division of Academic Affairs will work with department and program chairs to establish curriculum transformation programs that prepare faculty to teach students from diverse backgrounds, employ pedagogies that recognize multiple ways of learning, and integrate diversity issues in their courses and laboratory/research environments, including the new general education courses.



- B. Faculty will work with colleagues from Student Affairs to develop innovative co-curricular experiences, such as service-learning, common ground dialogue programs, internships, and international experiences that equip students to work and live in diverse communities.

E. RESEARCH AND SCHOLARSHIP

The university's record is filled with instances of ground-breaking scholarship that illuminate the experiences of women, minorities, and other diverse groups in America. In departments such as Women's Studies, African American Studies, Government and Politics, and Family Science, as well as Journalism, Theatre, and Music (which recently commissioned *Shadowboxer*, an opera on the life of Joe Louis), research has investigated issues of ethnicity, culture, sexuality, religion, gender, age, disability, and a wide range of other identities. Other research focuses on application of theory to practical situations. In the College of Education and College of Computer, Mathematical and Natural Sciences, as well as the A. James Clark School of Engineering, researchers are identifying the tools for mentoring and teaching specialists in the Science, Technology, Engineering, and Mathematics (STEM) fields, including methods for use in urban communities with large minority and first-generation college populations. Robert H. Smith School of Business scholars study how diversity in management teams contributes to innovation. Such research is making a difference on campus and in the larger society. Communicating the outcomes of our diversity scholarship in lectures, programs, and events has the potential to energize the campus discussion of diversity issues and inspire research by other faculty and students.

This plan calls for multiple strategies that will strengthen, augment, and enhance opportunities for research and scholarship in diversity fields. In addition, every academic and co-curricular unit will be encouraged to incorporate diversity-related topics, themes, and concerns into their curricula. Such efforts will greatly enrich the educational experience of faculty and students, as well as other members of the university community.

GOAL E.1: The university will commit itself to developing and supporting the production of nationally recognized research and scholarship on race, ethnicity, class, gender, and other dimensions of diversity.



Strategies

- A. The chief diversity officer will engage the faculty in opportunities to participate in diversity-themed, interdisciplinary research centers and programs on the campus.
- B. The university will support the recruitment of distinguished senior faculty who can establish world-class, externally funded research/scholarship programs that address race/ethnicity, class, gender, sexual orientation, disability, and other dimensions of diversity.
- C. The provost will provide seed funding, Research and Scholarship Awards, and/or Creative and Performing Arts Awards for faculty members engaged in cutting-edge diversity research, scholarship, and creative and performing arts projects, including interdisciplinary collaborations.
- D. The provost will sponsor conferences, symposia, and seminars that address diversity research and scholarship, including ways to apply research findings in instructional, co-curricular, and institutional improvement activities.



- E. The Office of the Provost will work to ensure that diversity research and scholarship is appropriately valued and evaluated in promotion and tenure decisions.
- F. Colleges and schools will increase opportunities for graduate students to participate in professional development and career preparation activities that support scholarship on diversity issues, such as national/international conference presentations and fellowships for international study. Women, minorities, and other students from diverse backgrounds will be actively encouraged to apply for these opportunities.
- G. The university will create a President's Postdoctoral Fellowship Program, available in all academic fields, for scholars whose research and presence will contribute to the diversity of the academic community.

GOAL E.2: The university will provide a clearinghouse of opportunities for funded research, scholarship, and creative activities addressing diversity issues.

Strategies

- A. The Division of Research will maintain and disseminate information about funded opportunities for regional, national, and international research, scholarship, and creative activities that focus on diversity and equity issues.
- B. The Graduate School will maintain and publicize an up-to-date list of fellowships and outside sources of support from funding agencies and foundations that are specifically for minority and female graduate students.

F. COMMUNITY ENGAGEMENT

Community engagement has been an underlying theme in several of the goals listed above. The vision that animates this plan is of a university characterized by intellectual vitality and excitement, where individuals from different backgrounds, ethnic groups, national cultures, socioeconomic groups, and life experiences can share ideas and concerns. This would be a university in which students actively engage with other students, faculty, and staff in both formal and informal settings. The Diversity Advisory Council will promote community engagement by sharing examples of other successful campus models. For example, students on the university’s Sustainability Council and its student subcommittee share environmental concerns and tackle sustainability issues with faculty and staff from the divisions of Academic Affairs, Administrative Affairs, Student Affairs, Research, and University Relations, and the Office of Information Technology. Such engagement enriches the educational experience and leads to personal growth. It builds trust among participants, supports creativity, enlivens intellectual life, and creates an ambiance that is characteristic of the great universities.

The university’s reach and involvement extend beyond the physical boundaries of the campus. The neighboring communities and regions provide valuable resources for learning and personal growth. For example, the Department of Public and Community Health has maintained a 10-year partnership with the City of Seat Pleasant, with faculty, staff, and students providing health education services to residents and residents offering feedback on the department’s health education curriculum. College Park Scholars partners with the City of College Park to provide weekly tutoring for children through the Lakeland Stars program serving Paint Branch Elementary School. Other community-based activities are described in the plan, but much, much more interaction takes place between the university and communities throughout the state. Learning experiences include departmental internships, alternative break programs, service-learning, and field experiences for credit or for learning, such as Engineers Without Borders, which takes our students to other countries. Engagement in educational, research, and service activities in communities beyond the campus is an important vehicle that broadens perspectives and increases understanding of the value of diversity. This plan supports university efforts to promote such engagement.

GOAL F.1: The university will promote academic and co-curricular activities that facilitate positive interactions among students, faculty, staff, and alumni.

Strategies

- A. The university will create and support opportunities that facilitate dialogue and engagement among diverse students, faculty, staff, and alumni, and that contribute to the professional, social, economic, and spiritual development of all participants.
- B. The university will create initiatives that support and expand collaboration on diversity issues between departments/units in Student Affairs, Academic Affairs, Research, Administrative Affairs, University Relations, and the Office of Information Technology. Initiatives will reflect the university’s values of diversity, equity, inclusion, and citizenship with the goal of developing the “whole student.” The university will showcase innovative and effective initiatives as models for replication.

GOAL F.2: The university will increase the number of partnerships and the quality of engagement with the diverse external community.

Strategies

- A. The colleges and schools, Institute for Internal Programs, and Division of Student Affairs will provide increased opportunities for students to participate in community-based internships, service learning, international exchange programs, and related activities that enhance their knowledge of diverse populations and their cultural competency.
- B. The university will create new community-based research, continuing education, and extension partnerships, as well as leverage existing partnerships, that benefit diverse populations in the state and surrounding areas.



V. Implementation »

This diversity plan proposes a leap forward at the University of Maryland over the next 10 years. Like the university's 2008 strategic plan, it sets high expectations and offers a framework and guide for the university as it fulfills aspirations for future excellence in becoming a model of diversity and inclusion. Its vision and initiatives represent a bold and ambitious agenda for the university.

The goals and strategies recommended in this plan must be thoughtfully and carefully implemented. The role of the chief diversity officer and the Diversity Advisory Council will be crucial to the success of the implementation. They will need to prioritize the proposed goals and strategies, develop a realistic timetable, and assign the plan's specific tasks to offices or individuals responsible for executing them. Their success will depend, in part, on their ability to seek the advice and counsel of expert and engaged faculty, staff, and students from across campus as they pursue these goals; their willingness to support bold initiatives; and their acceptance of patience and flexibility in finding ways to achieve their goals. Future, not yet anticipated opportunities or challenges may create a need to modify individual goals and strategies, or create new ones. Yet the vision of a university community that thrives on diversity, that uses diversity as an educational instrument for personal growth and enrichment, and that cultivates future leaders who embrace diversity will not change. It remains our fixed star.

GOAL 1: There will be guiding principles developed for the implementation component of the diversity strategic plan. These principles will be developed by the chief diversity officer in consultation with the Diversity Advisory Council.

- A. The president, provost, vice presidents, deans, department chairs, directors, and the chief diversity officer should use the diversity strategic plan for planning and decision making related to campus diversity issues.
- B. The chief diversity officer should work with the university's senior leadership to develop incentives for implementing strategies presented in the plan.
- C. The chief diversity officer, in consultation with the Diversity Advisory Council, should develop measures to monitor and evaluate the success of plan goals and strategies.

GOAL 2: The university will prioritize and set a time line for the goals and objectives of the diversity strategic plan.

The chief diversity officer, president, and provost will:

- A. Annually identify high-priority strategic plan goals and strategies for implementation.
- B. Identify the individuals/units responsible for implementing and evaluating the progress of prioritized goals and strategies.
- C. Establish realistic time lines and outcome measures for implementing high-priority goals and strategies.
- D. Work with the vice president for University Relations and appropriate development officers to seek financial sources to fund the goals and strategies of the plan.



GOAL 3: The chief diversity officer will monitor implementation of the diversity strategic plan and will report annually on plan progress.

- A. The chief diversity officer will annually report on the progress of the diversity strategic plan to the president and the president's Cabinet.
- B. After presentations to the president and Cabinet, the annual progress report of the diversity strategic plan will be posted on the university website and released to the university community, including the Student Government Association, the Graduate Student Government, the University Senate, and *The Diamondback*.

GOAL 4: The university will develop processes for modifying the diversity strategic plan and updating it at least once every 10 years.

- A. Members of the university community will have an opportunity to petition for major and/or minor amendments to the diversity strategic plan.
 - **Major** amendments will require revisiting the goals and strategies of the plan or the basic assumptions that have provided direction for the plan. A major amendment would have an impact on many areas of the plan.
 - **Minor** amendments might include a change in the wording of a goal or strategy, or changes in responsible leadership.
- B. The president will appoint a diversity strategic plan steering committee to complete a major review and update of the diversity strategic plan no less than once every 10 years.
- C. The chief diversity officer will chair the diversity strategic plan steering committee.
- D. The diversity strategic plan steering committee will include representation from the faculty, staff, senior leadership, and undergraduate and graduate students.

Diversity Plan Steering Committee »

Robert Waters, Chair, Associate Vice President for Academic Affairs and Special Assistant to the President

Cordell Black, Associate Provost for Academic Affairs; Associate Professor, School of Languages, Literatures, and Cultures

Gloria Aparicio Blackwell, Assistant to the Vice President, Division of Administrative Affairs

Gloria Bouis, Executive Director, Office of Diversity and Inclusion

Kamilia Butler-Peres, Undergraduate Student

Linda Clement, Vice President for Student Affairs

Pat Cleveland, Associate Dean, Robert H. Smith School of Business

Roberta Coates, Assistant to the President and Staff Ombuds Officer

Carol Corneilse, Graduate Student

Natalia Cuadra-Saez, Undergraduate Student

Gene Ferrick, Assistant to the Dean, College of Computer, Mathematical and Natural Sciences

Wanika Fisher, Undergraduate Student

Sharon Fries-Britt, Associate Professor, Department of Education Leadership, Higher Education and International Education

Steven Glickman, Undergraduate Student; President, Student Government Association

Gay Gullickson, Professor, Department of History

April Hamilton, Associate Director, Division of Academic Affairs

Paul Hanges, Professor and Associate Chair, Department of Psychology

Sharon Harley, Associate Professor and Chair, Department of African American Studies

Luke Jensen, Director, Office of LGBT Equity

Brian Kelly, Associate Professor, School of Architecture, Planning, and Preservation

Sally Koblinsky, Assistant President and Chief of Staff; Professor, Department of Family Science

Gretchen Metzelaar, Director, Adele H. Stamp Student Union–Center for Campus Life

Elliott Morris, Undergraduate Student

Kim Nickerson, Assistant Dean, College of Behavioral and Social Sciences and School of Public Health

Olgaldia Rosas, Undergraduate Student

Larry Hajime Shinagawa, Associate Professor and Director, Asian American Studies Program

Nancy Struna, Professor and Chair, Department of American Studies

Cynthia Trombly, Director of Human Resources, University Relations

Tanner Wray, Director of Public Services, University Libraries

Ruth Zambrana, Professor, Department of Women's Studies



**UNIVERSITY OF MARYLAND
EASTERN SHORE**



INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

Institution: University of Maryland Eastern Shore

Date Submitted: June 29, 2018

Point(s) of Contact (names and email addresses): Dr. Kimberly D. Whitehead

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Section I: Progress Report

- Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.
- Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.
- Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery.

Table 1: Reporting of Institutional Goal 1

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty. Aligns with UMES goals 2: Student access and opportunity and 3: Diverse faculty and staff Timeline for meeting goal within the diversity plan: 1 year, reviewed annually			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. HBCUs must provide information on efforts designed to diversify campus by attracting students, administrative staff, and faculty who do not identify as African American.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
The recruitment team attends recruitment events designed for targeted diverse student populations such as the annual National Hispanic College Fairs.	Number of total applications Number of recruitment events attended	5,074 total applications received 120 events and spent 469.5 hours recruiting prospective students.	Scholarships to support transfer students and first-time students; better collaboration with community colleges; continue to build better relationships with local

<p>Increase the number of MOUs with community colleges</p> <p>The recruitment team continues to saturate Maryland public and private schools with various diverse student populations.</p>	<p>Number of transfer student applications</p> <p>Number of transfer student scholarships awarded</p> <p>Number of first-time student applications and scholarship offers.</p>	<p>112 scholarships offered to transfer students; 25 scholarships accepted</p>	<p>schools; we need to expand our recruitment territory outside of Maryland</p>
<p>Recruit and hire diverse staff and student leaders in the Center for Access and Academic Success</p>	<p>50% of the staff and students that do not identify as African American.</p>	<p>56% of the staff and 67% of student leaders are <u>not</u> African-American</p>	<p>Increase the number of international students from Spanish speaking countries.</p>
<p>The School of Agriculture & Natural Sciences' (SANS) recruitment and hiring practices are in compliance with UMES's policy on non-discrimination. Positions are advertised through a variety of outlets to attract diverse applicants.</p> <p>Establish agreements and MOUs with community colleges in the region and the state to increase the enrollment of traditionally underrepresented students.</p>	<p>Diversity of hiring pool.</p> <p>Number of articulation agreements signed or in progress.</p>	<p>In filling 4 positions in SANS: 1 African American female, 1 female and 1 male of Asian origin and 1 Caucasian male were hired for fall 2018.</p> <p>The department signed one agreement with Chesapeake College in 2017</p> <p>Updating articulation agreements with community colleges.</p>	<p>Current strategies should be maintained.</p> <p>Scholarships to support transfer students;</p> <p>Increased outreach to community colleges.</p>
<p>Strengthening linkages with regional middle and high schools to develop a diverse pipeline of students into our programs. Strengthened and grew linkages through establishment of Junior MANRRS chapters at high schools and established a Maryland World Food Prize Maryland Youth Institute for high school students.</p>	<p>Number of students participating in the programs and matriculating to UMES.</p>	<p>50 High School students participated in the World Food Prize Maryland Youth Institute</p> <p>100 students participated in the MANRRS Youth Leadership Institute</p>	<p>Strengthening linkages with high schools, especially high school counselors.</p>
<p>Create a partnership with the Academy of Finance that will lead to an MOU to give high school students up to 6 credits when they enter UMES.</p>	<p>MOU and actual recruited students.</p>	<p>Five students enrolled</p>	<p>Complete the MOUs with 16 Academy of Finance programs.</p>
<p>Develop more dual enrollment programs with high schools in Maryland</p>	<p>MOUs and actual recruited students</p>	<p>Three dual enrollment agreements exist with Worchester County; two additional agreements are in</p>	<p>Complete MOUs and develop relationships with MD High Schools.</p>

		progress Prince George and Hartford County schools.	
<p>Recruitment, Retention and Success of Engineering Students through outreach, recruitment, and retention efforts.</p> <p>Support 40 students to the career fair hosted at the BEYA conference.</p> <p>The aviation team continues to engage in outreach program to advertise the flight instruction program at UMES.</p> <p>The number of graduates who were eligible for graduation has also increased significantly.</p> <p>Utilizing Scholarships and assistantships for engineering and aviation students to support student degree matriculation and graduation.</p>	<p>Engineering Enrollment Data and the rate of increase</p> <p>The number of full time employment offers or internships from major corporations</p> <p>The number of enrolled students in the professional pilot program has increased significantly compared with Year 2017.</p> <p>The number of graduates who applied for graduation.</p> <p>Number of students(including females and international students) received scholarships and assistantships</p>	<p>Engineering enrollment as of fall 2018 is 154, an ~ 9% increase on average in the past five years.</p> <p>In 2018, 5 of our graduates received full-time employment offers with, avg starting salary - \$65,000 - \$70,000.</p> <p>In 2017-2018 academic year, 17 students enrolled in the professional pilot concentration, compared with 7 students in previous year.</p> <p>7 students received the BS degree in engineering 2017-2018 academic year.</p> <p>10 scholarships awarded</p>	<p>More recruitment effort to high schools and community colleges.</p> <p>Continue to develop collaborations with industry partners</p> <p>Continue to advertise the aviation program to reach out to students</p> <p>Enhance policies to ensure four-year to six-year graduation.</p> <p>Continue to provide scholarship and assistantships.</p>
<p>PGA Golf Management Career Day held once each semester to attract underrepresented students.</p> <p>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.</p> <p>Developed a partnership with Caves Valley Golf Club Foundation that awards a minority freshman with a full-ride scholarship each semester.</p>	<p>Acceptance rates into program following participation</p> <p>Acceptance rates into program following participation</p> <p>Acceptance rates into program following participation</p> <p>4 Caves Valley Scholars with a 5th joining in Fall 2018</p>	<p>Twenty-two (40%) participants enrolled in the PGA Golf Management Program. 59% participants from traditionally underrepresented groups.</p> <p>This program kicked-off in the Spring of 2018.</p> <p>Our first Caves Valley Scholar will graduate in December 2018.</p>	<p>More potential students register for the event than actually attend.</p> <p>Data collection for evaluation.</p> <p>Continue to garner additional support for scholarships.</p>

<p>The HTM Program Director at Shady Grove coordinates classroom visits by community colleges.</p> <p>The USG and UMES HTM has a MOU with Montgomery College (MC) for the specific transfer access program called “Hawkline”.</p> <p>National Society of Minorities in Hospitality NSMH, students have an opportunity to travel to regional and national conferences.</p>	<p>Acceptance rates into program following participation</p> <p>The number of transfer students and the acceptance into UMES</p> <p>Retention and academic success</p>	<p>Student enrollment and transfer from community colleges</p> <p>Student enrollment and transfer from MC</p> <p>Student enrollment and transfer from community colleges</p> <p>HTM student population more ethnically diverse, 2011 to 2016.</p>	<p>Additional support for recruitment efforts</p> <p>Need better tracking and monitoring of student origins</p> <p>Data collection.</p> <p>Continue to encourage student participation with industry</p>
<p>Developed articulation agreements for technology related programs for guaranteed transfer of credits from community colleges across Maryland to UMES.</p>	<p>Number of Articulations</p>	<p>Construction Management Technology: 4</p> <p>Engineering Technology: 3</p> <p>Technology and Engineering Education: 3</p>	<p>Create articulations with more community colleges, Maryland State Department of Education</p>
<p>Master’s degree program in Career and Technology Education and new CTE certificate programs in Baltimore to increase the enrollment of underrepresented students.</p> <p>Recruitment, Retention and Success of CTE Students Through significant outreach, recruitment, and retention efforts over the past several years, we have increased enrollments of students in the graduate CTED program and the non-degree PTE and WBL course pathways.</p>	<p>Graduate CTED student advisees by ethnicity</p> <p>Enrollment Data and the rate of increase</p>	<p>62 CTED advisees: Black: 22/62 (35.5%), Hispanic: 6/62 (9.6%), Hindi Indian: 1/62 (1.6%), and White 33/62 (53.2%).</p> <p>Number of students almost doubled since 2016. With the percent of non-white students flat, the actual number of non-white graduate students has doubled in last two years.</p>	<p>Funding for travel to professional development sites,</p> <p>Increase professional development workshops offerings across the state - Prince George’s County, Baltimore City and Baltimore County.</p>
<p>Established an MOU with Eastern Shore Community College (ESCC) in Melfa, Virginia to attract students to the English B.A. program.</p>	<p>Established MOU with regional community college.</p>	<p>One new MOU with ESCC was signed in 2016.</p>	<p>Additional scholarships need to be developed to attract transfer students.</p>
<p>Targeted high schools with populations of traditionally underrepresented students to do recruitment efforts for Fine Arts</p>	<p>Faculty visited high schools</p>	<p>Schools were visited in person or contacted by phone and email.</p>	<p>Data to track student origins.</p>
<p><u>School of Pharmacy & Health Professions</u></p> <p>Recruit – Faculty</p> <p>Advertise on websites that are frequented by underrepresented (UR) groups</p> <p>Leverage network of existing faculty</p>	<p>Number of offers made to UR faculty</p> <p>Number of offers accepted by UR faculty</p>	<p>Pharmacy – 79% UR faculty</p> <p>Physical Therapy – 11% UR faculty</p> <p>Kinesiology – 80% UR faculty</p> <p>Rehabilitation – 71% UR faculty</p>	<p>Physical Therapy program</p>

Recruit – Staff Advertise on websites that are frequented by UR groups Leverage network of existing faculty	Number of offers made to UR staff Number of offers accepted by UR staff	Pharmacy – 75% UR staff Physical Therapy – 80% UR staff Kinesiology – 0% UR staff Rehabilitation – 0% UR staff	
Recruit – Students Presentations at pre-health professions clubs College Career Fairs Open Houses Articulation Agreements with colleges/universities with UR groups	Number of offers made Number of offers accepted Number of students enrolled in the program	Pharmacy – > 85% UR students Physical Therapy – 15% UR students Kinesiology – > 80% UR students Rehabilitation – > 85% UR students	Physical Therapy program
Retain – Faculty Mentor programs Professional development Sunshine committee	Attrition rate Retention rate	We have lost 3 UR faculty across all programs since July 2015	
Retain – Staff Professional development Sunshine committee	Attrition rate Retention rate	We have lost three UR staff across all programs since July 2015	
Retain – Students Academic and non-academic support Faculty mentors Peer tutors	Attrition rate Retention rate	The School has a 85% retention rate across all programs	
Establish marketing efforts to recruit graduate students who do not identify as African American.	Identify targets of marketing campaigns	Increase in number of enrolled graduate students who do not identify as African-American	Graduate assistant funding
Acquire and sustain informational resources that assist in the retention efforts and provide instructional support for students, faculty and staff.	134 databases and has access to informational resources worldwide.	User statistics reveal active usage of library resources.	Increased budget to consistently build collection.
Establish honors-to-honors articulation agreements with community colleges to increase the participation in Honors of traditionally underrepresented students.	Number of agreements and MOUs signed	1 – complete (Montgomery County) 1 – under review (Harford CC)	Stronger yield to UMES of students from 2-year institutions with honors-to-honors MOUs
Targeted recruitment efforts in minority-serving high schools and at regional college fairs with proportionately high minority populations.	Number of schools / recruitment fairs visited to promote honors and UMES to minority students.	20- Schools/College Fairs 83.3% (n=60 of 72)	Continue to expand the area in which we recruit to include greater numbers of “feeder” schools with high

	Percentage of Honors Program applicants who identify as non-white.		concentrations of diverse students.
<p>Positions are advertised nationally and internationally and designed to produce a diverse applicant pool.</p> <p>We also promote diversity in our search and screening process to ensure a process that is reflective of the diversity we seek.</p>	The Office of Institutional Research Planning and Assessment produce data annually.	<p>We are showing excellent results in our Faculty diversity efforts with the following percentages:</p> <p>African American – 35.5%</p> <p>Caucasian – 40.6%</p> <p>Asian – 12.6%</p> <p>Hispanic – 3.5%</p> <p>American Indian - 0.6%</p> <p>Foreign and Other – 7.2%</p> <p>Our staff numbers are currently 74% African American which is slightly lower than last year.</p>	We will continue our diversity recruitment efforts especially as regards those who do not identify as African American.
Provide students with on and off campus experiences and opportunities to develop and enhance their personal philosophy of leadership through community outreach, personal development workshops and conferences	Each participating student has his/her participation and hours logged.	300 students have participated in 2,087 hours of community service and personal development opportunities throughout the year.	We will look to continue to provide meaningful opportunities for students, staff and faculty.
Created an end of the semester program within the freshmen male communities called “Go Home Mon.: This program included a cookout (sponsored by the students within the community) which featured Caribbean cuisine, music, and dance	Number of attendees	76 attendees	Scholarships to promote retaining young African-American men

Table 2: Reporting of Institutional Goal 2

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus. Aligns with UMES goal I. Climate for living, learning and working. Timeline for meeting goal within the diversity plan: 1 year, reviewed annually			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: <ul style="list-style-type: none"> • faculty and staff cultural training programs; • curricular initiatives that promote cultural diversity in the classroom; and • co-curricular programming for students. 	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
The Hawk Ambassador Program welcomes student volunteers from all diverse backgrounds to interact with incoming students.	Diverse recruiting staff	1 new counselor to the admissions team	Continue to ensure diverse candidate pool
Hosted a Multicultural Student Appreciation Luncheon to celebrate the diversity and promote cultural awareness among the students and members of our staff.	The attendance rate and interaction at the CAAS Multicultural Student Appreciation Luncheon.	91% attendance of students and staff	Develop specific programming aimed at cultural diversity as well as embed it strategically in our programs and outreach.
Infusion of multicultural or diversity themes. <u>HUEC 230 – Multicultural Perspectives:</u> This course promotes cultural awareness. HUEC 463 – Food, Clothing and Culture. This course further infuses diversity awareness in the curriculum.	An assessment instrument has been developed to assess HUEC 463.	Assessment in spring 2018 indicated that students met or exceeded the standard on the assessment.	Sustain current efforts.
Curricular development that promotes Cultural Diversity in the Classroom – In the Engineering Seminar class for seniors (ENGE 475), and the freshmen engineering design course (ENGE 150).	The number of engineering courses that are utilized to assess cultural diversity in engineering design	2	Continue to develop curriculum to promote cultural diversity and awareness in classroom
Encourage Study Abroad participation	Number of students who participate in global activities	4 BMA majors participated in service abroad projects	Promote and improve tracking of student activities
Encourage and motivate students, faculty and staff to participate the international events on campus.	Number of international events on campus	No data reported	Collect attendance data and monitor student participation.

Engineering Cultural Affairs among faculty events.	The number of cultural awareness event among faculty and staff	1	Continue to organize and host cultural awareness event in department.
Engineering Departmental Student-Faculty Forum in Spring 2018.	The number of student-faculty forum organized	1	Continue to promote cultural awareness in education and advising.
<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.</p> <p>Shadowing or Kinesthetic Learning allows the student to carry out physical activities rather than listening to a lecture or to reinforce lectures.</p> <p>PGA Golf Management engages current students in community service projects geared toward exposing underrepresented youth to the game of golf and careers in golf.</p>	<p>Student engagement, post speaker student questionnaire and testing</p> <p>Student engagement, skill assessments and internship placement</p> <p>Student engagement and learning</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>100% engagement, positive feedback and enthusiasm from students as well as positive test scores</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>Continue to work with national programs to increase</p>
<p>Mathematics and Computer Science Club that provides activities that creates awareness of historical, cultural and milestones in 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>Mathematics Competition for area high school juniors.</p> <p>The Department re-chartered the Delta chapter of the Association for Computing Machinery (ACM)</p>	<p>Number of students participating in the monthly club meetings.</p> <p>Number of capstone projects generated from club activities</p> <p>Number of expository or research projects generated from club activities.</p> <p>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>Data needs to be collected for all measures listed.</p>
English & Modern Languages developed co-curricular activities, such as attending local theater or visiting the monthly art exhibit in the Mosely	Number of courses requiring participation in co-curricular events.	Ten (10) reflects the number of classes.	Continue to promote attendance at co-curricular events to promote cultural

Gallery to expose students to diverse cultural art forms.			diversity and awareness in classroom
Monthly faculty-student socials	Attendance data	20-30 attendees each month	
Developed programming to encourage diverse graduate student networking and interdisciplinary research.	The number of activities held during the semester	2	More efforts to recruit students for networking.
<p>The Frederick Douglass Library supports the International Programs area by providing displays of international authors.</p> <p>The recent renovations in library provides an environment that promotes individual and collaborative workspaces that are designed to engage diverse learning.</p>	<p>Request for use of displayed titles</p> <p>Active floor counts</p>	<p>The displays are changed as requested to promote the diversity initiative.</p> <p>Consistent usage of study areas when students and faculty can transform the arrangement to meet their need.</p>	<p>Continue to develop activities to promote cultural diversity and awareness in the library by hosting:</p> <ul style="list-style-type: none"> • Lunch and Learn Series • Meet the cultures around you activities
<p>Center for International Education</p> <ol style="list-style-type: none"> 1. Ethnic festival: Celebrated during International Education week 2. Spring Fest participation to foster international awareness. 3. Exhibitions and cultural shows and International Flag Parades. 4. Panel discussions involving faculty, staff, and students. 5. Promotion of study abroad through classroom visits, global ambassador activities, and email distribution 6. Developing a formalized international education comprehensive 7. Faculty and staff international cuisine activity (Taste of UMES) 8. Peace Corps Prep Program (PCPP) launch on April 26, 2018. 9. Establishment of faculty-led abroad collaborations 	Listed activities are accomplished through activity plans that include collaboration with campus units to establish and implement the activities.	<p>Annual activity monitoring reports</p> <p>Over 140 students have been advised for study abroad related questions in the last year.</p> <p>Six students participated in study abroad programs (Brazil, Spain, Costa Rica and Estonia).</p> <p>Twenty multi-discipline students participated in international service learning trip, January 2018 to Dominican Republic. This represents a 33% increase.</p> <p>A faculty-led spring break 2019 trip is being planned for Volterra, Italy.</p>	<p>Resources to implement activities (refreshments, cultural performances), not covered under current funding structure.</p> <p>Study abroad scholarships to support travel abroad (passports, tickets, immunization).</p>
<u>The Richard A. Henson Honors Program</u> Curricular Initiatives that Promote Cultural Diversity in the Classroom: HONR 101 Freshman Seminar (Selves	Percentage of first-time, full-time honors students enrolled in HONR 101.	93.3% during AY 2016-17. N = 28 (Fall 2017) of 30 incoming FTFT students enrolled in and completed the course.	Expand the number of sections this course is offered/annum as the program grows.

& Others) is a required course in the honors Program of Study. Curricular Initiatives that promote cultural diversity in the classroom – the HONR 301 Junior Seminar (Global Problems, Local Solutions)	The number of students enrolled in HONR 301 / participating in credit-bearing international service/study programs.	N = 17 (Spring 2018), all of whom completed HONR 301 and a study/service program abroad.	Develop similar programs in other international sites (Italy; Morocco; China)
Co-Curricular Programming: International Service Learning Showcase	Attendance at our annual, public event showcasing the results of study and service abroad programs	N = 24 (Spring 2018), including multiple students who traveled to various locales (Greece; UK; China; Dominican Republic; Spain) and campus community.	Promote this event more broadly to ensure stronger participation, especially among faculty/staff.
During the month of February an activity is planned for Black History Month	The number of culturally diverse activities incorporated into student programming	1-2 cultural awareness activities/programs to promote cultural awareness	Development of programming to increase awareness of cultural diversity.
The Office Of Human Resources sponsors a number of programs designed to improve campus climate and encourage cultural diversity.	Number of employees who attend various programming and obtain feedback regarding the program and its effectiveness.	Attendance data.	Continue to assess campus climate and seek input on the type of programming that is needed to reach the desired goals.
Conduct course development activities to introduce faculty to the concept of high impact practices (HIPs) and service learning and encourage them to incorporate these concepts into their curriculum and teaching strategies	Improvements in faculty knowledge regarding HIPs and effective strategies for incorporating HIPs into academic courses.	Presented to 18 First Year Experience (FYE) instructors 100 students attended the Freshmen Service Learning Assembly	Continue to educate students, staff and faculty about the importance of High Impact practices and service learning.

Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery. Do not include statistics.

The University provides a number of ways to report crimes and serious incidents and emergencies. All members of the campus community should take an active role in reporting criminal activities or emergencies occurring on campus. It is critical for the safety of the community that individuals report all crimes and other incidents immediately so that the University Police can investigate the situation as soon as possible and can determine if a timely warning or emergency notification to the community, or a portion thereof, is required.

REPORTING CRIMES TO THE UNIVERSITY POLICE

The University strongly encourage all members of its community to report all crimes and other emergencies to the UMES Police in a timely manner. Police Officers are on duty 24 hours a day, 365 days a year.

The emergency telephone number to the University Police Communications Center is 410- 651-2300/3300.

Somerset County Emergency Services for Fire, Ambulance, or the Princess Anne Police Department for an emergency can be reached at 9-911. The non-emergency telephone number to the Police Department is 410-651-6590. The “Tip line” telephone number to report information anonymously is 410-651-8484. The TDD (Telecommunications Device for the Deaf) telephone number is 410-621-2552.

All reports may be made in person at the Police Department, which is located at the Department of Public Safety, 30737 University Blvd South, Princess Anne, MD. 21853. Although there are many resources available, University Police should be notified of any crime, whether or not an investigation continues, to assure the University can address any and all security concerns and inform the community if there is a significant threat.

For crimes occurring off-campus but within the boundaries of the city of Princess Anne, Md., contact the Princess Anne Police Department at **410-651-1822**. For crimes occurring within the boundaries of Somerset County contact the Somerset County Sheriff’s Department at **410-6519225** or the Maryland State Police, Princess Anne Barrack at **410-651-3101**.

Voluntary Confidential Reporting-Silent Watch Program

The UMES Police Department encourages anyone who is the victim of, or witness to, any crime to promptly report the incident to the police. Police reports are public records under Maryland Law, so the UMES Police Department cannot hold reports of crime in confidence. You can make an anonymous report to the UMES Police Department and your name will not be revealed, but the report will not be confidential. To make an anonymous report, we encourage visiting the UMES Police Department website, www.umes.edu/Police, to access anonymous crime reporting under the Silent Watch Program. THIS FORM IS STRICTLY CONFIDENTIAL. There is also a UMES Police Department anonymous crime reporting Tip-line at **410-651-8484 (ext. 8484 if on campus.)** From a mobile device text: UMES TIP to 50911.

REPORTING CRIMES TO OTHER CAMPUS SECURITY AUTHORITIES

While the University prefers that community members promptly report all crimes and other emergencies directly to the UMES Police at **410-651-3300**, 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.” Ms. Neema Conner – Associate Director of Athletics for Compliance.

Pastoral and Professional Counselors

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.

APPENDIX

Section II: Institutional Plan

Implementation Strategy and Timeline

The University of Maryland Eastern Shore implemented its Cultural Diversity Plan in 2009. The plan is composed primarily of three major goals with sub-goals and key strategies that align to each goal. The goals are reviewed and data on the numerical representation of faculty, staff and students as well as the variety of strategies to ensure engagement opportunities and interactions that support and promote cultural diversity are reported annually. In the 2009 plan, UMES established a 1-year target date for implementation of the major goals and identified strategy leaders for high accountability and to reinforce its commitment to cultural diversity.

Description of how UMES addresses cultural diversity among its students, faculty and staff populations.

The University of Maryland Eastern Shore (UMES) encourages, values and supports cultural diversity. This commitment is evident in the diversity of the student population and the opportunities for cultural engagement and focused initiatives to support diversity and inclusion. UMES established core value to demonstrate and affirm its commitment to diversity. The core value is provided below:

“Appreciating diversity in its student body, faculty, staff and administration through commitment to tolerance, freedom of expression, and celebration of cultures.”

UMES uses three major goals for improving cultural diversity among its students, faculty and staff populations. The following are the major goals of the current UMES Cultural Diversity Plan:

GOAL 1: Climate for Living, Learning and Working: The University of Maryland Eastern Shore is committed to fostering a campus environment of inclusion, knowledge and understanding in which faculty, staff and students learn to value diversity and to respect the individual differences that enrich the University community.

GOAL 2: Student Access and Opportunity: The University of Maryland Eastern Shore is committed to ensuring equal access and opportunity for high quality education at the University of Maryland Eastern Shore (UMES) for all non-African-American students.

GOAL 3: Diverse Faculty and Staff: The University of Maryland Eastern Shore is committed to building and maintaining a diverse community of faculty and staff that reflects a broad range of racial/ethnic groups, cultures, and perspectives.

UMES continues focus on providing a campus environment conducive for optimal productivity and engagement 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.

UMES is a diverse campus and 27% (2016) and ~28% (2017) of the student population identified as non-African-American. Table 1 outlines specific strategies to accomplish a diverse campus population. Some of those strategies are designed to attract more students from the Eastern Shore region. To that end, the university has recently increased the diversity of its admission and recruitment staff and created an advisory group composed of high school guidance counselors from the region.

Description of how UMES plans to enhance cultural diversity

UMES is currently at the end of its strategic planning process and has incorporated a goal specific to equity, inclusion and diversity. The implementation and execution of this goal will drive the revision of the original 2009 cultural diversity plan. Over the course of the past few years, the demographics of the campus community has changed as well as racial ethnicity and gender composition in both undergraduate and graduate programs. Given these changes, it is imperative that the institution revisit its original goals to better align them with current demographic data.

In addition to the realignment of goals using 2018 baseline data, the institution will engage in a deeper focus on developing systematic and comprehensive programming for diversity and cultural competence training, promote cultural and international awareness and develop specific strategies and initiatives for enhanced inclusivity of all university stakeholder groups. As expressed in the mission statement, “UMES provides individuals, including first generation college students, access to a holistic learning environment that fosters multicultural diversity, academic success, and intellectual and social growth”.

Process for reporting hate based crimes

The University encourages a number of mechanisms to report crimes and serious incidents and emergencies. It is the expectation that all members of the campus community take an active role in reporting criminal activities. The UMES Police Department encourages victims of, or witnesses to 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:

- 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.

Complaints of Hate or Bias incidents may be reported to the Director of Public Safety if a crime has been committed and/or Equity Compliance Officer if the incident is not of a criminal nature.

Summary of Resources

CATEGORY/ITEM	FUNDING NEEDED
Diversity Coordinator	\$ 99,750 (includes fringe benefits)
Undergraduate Minority Recruiter	\$ 73,150 (includes fringe benefits)
Graduate Recruiter	\$ 73,150 (includes fringe benefits)
Scholarship Funds	\$ 300,000
Professional Development and Training	\$ 100,000
Office Supplies	\$ 15,000
Information Technology Equipment	\$ 10,000
Travel (domestic and international)	\$ 50,000
TOTAL	\$ 721,050

Section III: Demographic Data

UNIVERSITY OF MARYLAND EASTERN SHORE

Institutional Program of Cultural Diversity Progress Report Data Academic Year 2008-2009 thru 2017-2018

Table 3: UMES Student Enrollment* Fall 2008-Fall 2017 by Race/Ethnicity

Race /Ethnicity	2008-2009				2010-2011				2016-2017				2017-2018			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	3,314	80.6%	1,234	2,080	3,340	76.9%	1,348	1,992	2,738	72.6%	1,184	1,554	2,433	72.4%	1,052	1,381
American Indian or Alaskan Native	10	0.2%	3	7	18	0.4%	7	11	9	0.2%	7	2	8	0.2%	7	1
Asian	60	1.5%	36	24	90	2.1%	36	54	47	1.2%	23	24	43	1.3%	24	19
Hispanic/Latino	53	1.3%	26	27	100	2.3%	36	64	113	3.0%	57	56	126	3.7%	61	65
White	502	12.2%	224	278	627	14.4%	301	326	510	13.5%	252	258	428	12.7%	223	205
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	3	0.1%	2	1	1	0.0%	0	1	2	0.1%	1	1
Two or More Races	NA	NA	NA	NA	39	0.9%	14	25	336	8.9%	133	203	308	9.2%	109	199
Did Not Self-Identify	171	4.2%	74	97	128	2.9%	57	71	15	0.4%	8	7	13	0.4%	3	10
Total	4,110	100.0%	1,597	2,513	4,345	100.0%	1,801	2,544	3,769	100.0%	1,664	2,105	3,361	100.0%	1,480	1,881

*Foreign students are not included

Table 4: UMES Faculty* Fall 2008-Fall 2017 by Race/Ethnicity

Race /Ethnicity	2008-2009				2010-2011				2016-2017				2017-2018			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	119	38.6%	60	59	123	37.4%	61	62	121	37.6%	62	59	113	37.3%	56	57
American Indian or Alaskan Native	2	0.6%	1	1	3	0.9%	1	2	2	0.6%	1	1	2	0.7%	1	1
Asian	29	9.4%	18	11	25	7.6%	14	11	43	13.4%	26	17	40	13.2%	25	15
Hispanic/Latino	6	1.9%	3	3	8	2.4%	4	4	10	3.1%	5	5	11	3.6%	6	5
White	149	48.4%	78	71	162	49.2%	84	78	137	42.5%	69	68	129	42.6%	59	70
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	0	0.0%	0	0	1	0.3%	1	0	2	0.7%	2	0
Two or More Races	NA	NA	NA	NA	3	0.9%	2	1	5	1.6%	2	3	4	1.3%	2	2
Did Not Self-Identify	3	1.0%	1	2	5	1.5%	2	3	3	0.9%	2	1	2	0.7%	1	1
Total	308	100.0 %	161	147	329	100.0 %	168	161	322	100.0 %	168	154	303	100.0 %	152	151

*Foreign faculty is not included

Table 5: UMES Staff* Profile Fall 2008-Fall 2017 by Race/Ethnicity

Race /Ethnicity	2008-2009				2010-2011				2016-2017				2017-2018			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	393	76.8%	157	236	399	76.1%	164	235	396	74.2%	174	222	359	74.3%	154	205
American Indian or Alaskan Native	2	0.4%	0	2	3	0.6%	0	3	3	0.6%	1	2	3	0.6%	1	2
Asian	6	1.2%	2	4	3	0.6%	0	3	8	1.5%	4	4	6	1.2%	4	2
Hispanic/Latino	5	1.0	3	2	4	0.8%	3	1	11	2.1%	6	5	10	2.1%	5	5
White	104	20.3%	62	42	109	20.8%	63	46	107	20.0%	60	47	97	20.1%	58	39
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Two or More Races	NA	NA	NA	NA	2	0.4%	1	1	5	0.9%	3	2	4	0.8%	3	1
Did Not Self-Identify	2	0.4%	0	2	4	0.8%	3	1	4	0.7%	2	2	4	0.8%	2	2
Total	512	100.0 %	224	288	524	100.0 %	234	290	534	100.0 %	250	284	483	100.0 %	227	256

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

**UNIVERSITY OF MARYLAND
UNIVERSITY COLLEGE**

UNIVERSITY OF MARYLAND



University College

Office of Diversity and Equity

June 28, 2018

Zakiya S. Lee, Ph.D.
Assistant to the Senior Vice Chancellor for Academic and Student Affairs
University Systems of Maryland
3300 Metzerott Road
Adelphi, MD 20783-1690

Dear Zakiya S. Lee, Ph.D.,

Attached please find University of Maryland University College's (UMUC) 2017 Annual Progress Report on Programs of Cultural Diversity.

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

Sincerely,



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

2017 Annual Progress Report

On

Programs of Cultural Diversity

June 28, 2018



2017-2018

(demographic dates modified and template redistributed on 5/16/18)

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT TEMPLATE

Institution: University of Maryland University College **Date Submitted:** June 28, 2018

Point(s) of Contact (names and email addresses): Blair H. Hayes, Ph.D. Blair.Hayes@UMUC.edu

Overall Guidelines:

- **For the 2017-2018 Programs of Cultural Diversity Annual Progress Report, complete the three sections in this template.**
- **Please submit your report to Zakiya Lee (zlee@usmd.edu) by Friday, June 29, 2018.**

Section I: Progress Report: §11-406 of the Education Article states that each public institution of higher education in the State shall submit a progress report regarding the institution's implementation of a plan for a program of cultural diversity. Progress on the following institutional goals should be reported:

- Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.
- Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.
- Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery.

Goals 1 and 2 will be reported in Table 1 and Table 2 below; no additional narrative is needed. Details should include strategies for implementation, metrics to measure how progress is being evaluated, indicators of success about how progress has been achieved, and areas where continuous improvement is needed for select, key initiatives and strategies. Goal 3 should be provided in a brief statement as noted below.

Guidelines for Section I:

- Submissions for Section I (Table 1, Table 2, and Statement I) should be 10 to 12 pages.
- Bulleted, succinct descriptions of major initiatives and strategies are ideal.

Section I - Table 1: Reporting of Institutional Goal 1

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.			
Timeline for meeting goal within the diversity plan: _____			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. HBCUs must provide information on efforts designed to diversify campus by attracting students, administrative staff, and faculty who do not identify as African American.	Metrics to measure how progress of each initiative/strategy 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 <ul style="list-style-type: none">• 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	[See Data Tables Attached]	N/A
Diversity Interviewing Skills Preparation is designed to ensure interview questions are fair and appropriate <ul style="list-style-type: none">• All interviewers are instructed to ask the same questions of all applicants to remove any bias and ensure consistency	Qualitative Feedback from applicants	N/A	N/A

<ul style="list-style-type: none"> Ensure all staff possess the skills necessary to represent the firm to a diverse candidate pool and recognize diverse skill sets and backgrounds as components of success at the university 			
<p>UMUC Quiet Rooms have been designed and built in each of the three primary UMUC locations. UMUC Students and employees may request the use of a "quiet room" to meditate or for the purposes of religious observances.</p>	<p>Qualitative Feedback from individuals who have used the spaces</p>	<p>Individuals that have used the space for meditation, reflection, Ramadan prayer, etc. have indicated that the Quiet Rooms have been a welcome addition to the offices.</p> <p>We have received numerous notes of thanks and appreciation indicating that this makes individuals feel safe and valued as they practice their daily prayers during the workday</p>	
<p>The Accessibility Services Unit</p> <ul style="list-style-type: none"> manages the request for academic exemptions or reasonable accommodations for UMUC students and employees to ensure that individuals are prepared to succeed in the classroom and in the workforce 	<p>Number of Registered Students or Employees</p>	<p>186 - New Students registered with the Accessibility Services Unit</p> <p>19 - Employees were granted accommodations (e.g. office furniture, software, tele-work, etc.)</p>	<p>Further integration of accessibility services and ADA compliance with ongoing online course development</p>
<p>Developing High School internship Program</p> <ul style="list-style-type: none"> Clearly articulate the role of each team in the internship process 	<p>Final Strategy and Plan Development</p>	<p>Plan has been developed in preparation for university-wide launch</p>	<p>Roll Out will occur July 2018</p>

<ul style="list-style-type: none"> Have a designated person that commits to mentoring the intern over the summer 			
<p>Strategic Partnering</p> <ul style="list-style-type: none"> Expanded outreach to talented professionals from diverse communities Professional development opportunities for UMUC staff <ul style="list-style-type: none"> networking knowledge exchange new learning experiences developing an effective approach to develop junior staff 	New partnerships formed	<p>CDO joined the Mid-Atlantic Diversity Officers in Higher Education Organization (MADOHE)</p> <p>Assistant Director of Multicultural Programs and Training has been elected chair of the USM Women's forum</p>	Continuing to look for opportunities for staff to take leadership roles within organizations that offer a level of strategic partnering
<p>SPARKS Internship</p> <ul style="list-style-type: none"> Internal rotational internship to allow staff an opportunity to experience another department or unit within the University Staff will be able to intern with another team for 4-weeks and then will return to their team Aim is to allow staff to learn more about the inner working of the University and further develop interests that may lead to increased chances for professional/career development 	Fully Developed Plan and Strategy	Plan has been developed and first interns will be placed in October 2018	Evaluation of program will occur after first cohort of interns has completed their internship
<p>Administrative Professionals Community of Practice</p> <ul style="list-style-type: none"> Voluntary community of practice for administrative professionals at UMUC 	# of participants within the Community or Practice	15 participants in the first cohort	

<ul style="list-style-type: none"> ● Brings staff within a shared discipline together to: <ul style="list-style-type: none"> ○ improve interdepartmental communication ○ discuss best practices ○ foster learning ○ promote training and development ○ serve the community ○ strengthen employee engagement 			
<p>Job Fairs (Virtual and Face to Face)</p> <ul style="list-style-type: none"> ● The Office of Institutional Advancement has increased the reach of their job fairs through the addition of virtual career fairs ● New technology has been developed to increase efficiency of the job fair process ● Participants receive prep materials, connect with companies who are hiring, and receive follow up from UMUC and potential employers 	<p>Student/Alumni Participation</p> <p>Student/Alumni securing positions in companies throughout the region</p>	<p>pending data</p>	

Section I - Table 2: Reporting of Institutional Goal 2

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus. Timeline for meeting goal within the diversity plan: _____			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: <ul style="list-style-type: none"> • faculty and staff cultural training programs; • curricular initiatives that promote cultural diversity in the classroom; and • co-curricular programming for students. 	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
Hold monthly diversity events (UMUC Heritage Month programs) to raise awareness of the cultures, ethnicities, and heritages that comprise the UMUC community. Events included: <ul style="list-style-type: none"> • January - Martin Luther King Jr. Day of Service Lecture by Dr. Hassan Kwame Jeffries • February - African American Heritage Month Documentary • March - Women's History Month Lecture by Jill Morgenthaler • April - Earth Day Lecture by Cora Lee Gables • May - Older Americans Month Lecture by Dr. Katherine Im • May - Military Appreciation Month Documentary • June - LGBT Lecture by Shaashawn Dial-Snowden • September - Hispanic Heritage Month Documentary 	# of attendees to diversity events and programs # of participants in online modules	January - 75 attendees February - 120 attendees March - 75 attendees April - 50 attendees May - 45 attendees May - 70 attendees June - 40 attendees September - 55 attendees October - 40 attendees November - 40 attendees	Plan to increase availability of offerings through online or webcast technology

<ul style="list-style-type: none"> ● October - Domestic Violence Prevention Lecture by Angela Wharton ● November - Native American Heritage Month Lecture by Dan Lewerenz 			
<p>In collaboration with the Marketing Team, diversity posters and flyers are developed monthly to share diversity messaging and raise diversity awareness. Subjects include:</p> <ul style="list-style-type: none"> ● Martin Luther King Jr. Day of Service ● African-American Heritage Month ● Women's History Month ● Irish-American Heritage Month ● Gay, Lesbian, Bisexual, Transgender Pride Month ● Caribbean-American Heritage Month ● Independence Day ● National Day of Services and Remembrance ● German-American Heritage Month ● Domestic Violence Awareness ● Constitution Day ● National American Indian Heritage Month ● Universal Human Rights Month 	# of posters printed and distributed	250 of each poster printed and distributed throughout the United States and Internationally	
Staff, faculty, and students complete online learning modules related to harassment prevention, Title IX, and EEO.	# of participants who have completed the full suite of online diversity training modules	<ul style="list-style-type: none"> ● 5143 participants - Preventing Discrimination and Sexual Violence: Title IX, VAWA and Clery Act for Faculty and Staff ● 5119 participants - Discrimination and 	Expand online training options to reach students that are located across the globe

		<p>Harassment Prevention for Higher Education</p> <ul style="list-style-type: none"> ● 3699 participants - Diversity in Action: Creating an Inclusive Workplace ● 2814 participants - Preventing Discrimination and Sexual Violence: Title IX and the SaVE Act for Faculty and Staff ● 5118 participants - Preventing Discrimination and Sexual Violence: Title IX, VAWA and Clery Act for Students ● 2992 participants - The Clery Act and Campus Security Authorities ● 2811 participants - Unlawful Harassment Prevention for Higher Education Faculty ● 2810 participants - Unlawful Harassment Prevention for Higher Education Staff 	
Purchased new online training modules through Everfi	# of online diversity training modules being offered	<p>Rolled out 7 new online diversity training modules</p> <ul style="list-style-type: none"> ● Accommodating Disabilities 	

		<ul style="list-style-type: none"> • Bridges: Taking Action (Title IX/Clery Act ongoing) • Clery Act Basics • Diversity: Inclusion in the Modern Workplace • Harassment and Discrimination Prevention • Managing Bias • Workplace Violence Prevention 	
All new hires receive diversity briefing from Chief Diversity Officer during onboarding.	# of new hires that have received briefing from Diversity and Equity Team	24 briefings to new hires <ul style="list-style-type: none"> • 261 new hires(staff) 	
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 <ul style="list-style-type: none"> • BEHS 220 – Diversity Awareness • BEHS 320 – Disability Studies • BEHS 453 – Domestic Violence 	# of students participating in the courses	BEHS 220 – 851 Students BEHS 320 – 422 Students BEHS 453 – 649 Students	
Diversity as a Core Value and Competency <ul style="list-style-type: none"> • Heighten awareness of university-wide definitions and understanding of diversity • ensure that management practices demonstrate knowledge and understanding of the skills necessary to manage a diverse workforce • provide all staff with opportunities for diversity education and training 	# of diversity training programs	Conducted 15 Diversity Training Programs	

REELTALK - Diversity Movie Club <ul style="list-style-type: none"> provides the university community an opportunity to consider common beliefs, stereotypes, traditions, and biases from different points of view, bettering our understanding of cultural diversity through the exploration of film Individuals watch the film independently and engage in discussions on the online platform to discuss themes, issues, and lessons learned 	# of diversity movies	7 diversity movies were the focus of the past years collection	
Outreach and Athletics Activities <ul style="list-style-type: none"> UMUC Tigers Softball team competes in the Kenilworth Recreation League 	# of staff, faculty, students, and alumni	24 staff, faculty, students, and staff participated as part of the UMUC Tigers Softball Team	
Bylee Massey Award <ul style="list-style-type: none"> granted to members of the UMUC Community who exemplify the spirit of diversity, volunteerism, and innovation 	Successful nomination period from August 2017 to October 2017; followed by granting the award to a deserving individual	Award presented during the annual UMUC Service Awards	
Stateside Military Operations works with students to: <ul style="list-style-type: none"> choose the academic program that is right for their military or civilian career goals Navigate their military and veterans benefits, financial aid, scholarships, and other payment options Give a preliminary determination of their potential transfer credits Create a degree plan 	N/A	N/A	

Section I - Statement I: Reporting of Institutional Goal 3

Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery. Do not include statistics.

Any individual who feels they may have been subjected to a campus based hate crime or feels they are being threatened can contact the Response Emergency Assessment Crisis Team (REACT). The REACT Team is a 24 hour/7 days a week hotline that includes individuals from the President's Office, the Diversity and Equity Office, Legal Affairs, Security, and Human Resources. All threats, concerns, or issues that constitute a threat to an individual or that would constitute a crime based on a protected category are investigated through this network. Further, we have established Memorandums of Understanding (MOUs) with local law enforcement agencies to ensure that any crimes can be reported and responded to quickly by both internal security and external police forces.

Section II: Institutional Plan: §1 I-406 of the Education Article states that each public institution of higher education in the State shall develop and implement a plan for a program of cultural diversity that enhances cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff at the institution of higher education. The plan should include:

- i. Implementation strategy and a timeline for meeting goals within the plan;
- ii. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations;
- iii. A description of how the institution plans to enhance cultural diversity (if improvement is needed);
- iv. A process for reporting campus-based hate crimes; and
- v. A summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally-diverse student body.

Please submit your narrative Institutional Plan for a Program of Cultural Diversity. Your institutional plan should align with the information you shared in Section I. The Plan should be in an appendix and should not be included in the 12-page maximum.

Section III: Demographic Data: Per the request of the Board of Regents, institutions will include demographic data in each annual progress report on programs of cultural diversity. To meet this requirement, please provide separate student (Table 3), faculty (Table 4), and staff (Table 5) demographic data as indicated in the example below. These tables should be in an appendix and should not be included in the 12-page maximum.

The dates within this table have been updated to reflect 2008-2009 (the baseline year as determined by the passage of associated legislation) and 2010-2011 (the year in which the federal government revised race/ethnicity categories).

*Appendix
Institutional Plan*

- i. Implementation strategy and a timeline for meeting goals within the plan;
- ii. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations;
- iii. A description of how the institution plans to enhance cultural diversity (if improvement is needed);
- iv. A process for reporting campus-based hate crimes; and
- v. A summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally-diverse student body.

i. Implementation strategy and timeline for meeting goals within the plan

The Diversity and Equity Office is comprised of the Multicultural Programs and Training Unit, the Resolution Management Unit, the Accessibility Services Unit, the Title IX Coordinator, and the Fair Practices Officer. Together the office is responsible for maintaining and elevating the climate for diversity and inclusion throughout the UMUC Community. The office supports these efforts throughout the Stateside Offices and has grown to include diversity representatives serving UMUC staff, faculty, and students in Europe and Asia.

The guiding principles of our implementation plan are centered on:

- **Senior-level Commitment:** Key to sustainability and growth
- **Balance:** Bottom-up and Top-down
- **Inclusivity:** Diversity is everyone's responsibility
- **Tailored for our Culture:** Tied to educational and departmental goals
- **Scalability:** Address underlying processes, do not just add programs
- **Deliberateness:** Developed for the long-term
- **Action:** Measure what people can manage to do
- **Programmatic:** Similar to our approach to promoting student advancement

The diversity plan is reviewed every two years to ensure that the goals and strategic elements are consistent with the overall mission of the University. The current plan runs through 2020 and will be re-evaluated in the 3rd quarter of 2020 to examine what(if any) changes will be required for the next plan roll out.

ii. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations

UMUC Mission Statement

University of Maryland University College (UMUC) is committed to reflecting the diversity of the global community in which its students, faculty, and staff live. As an institution committed to academic excellence, UMUC celebrates racial, social, cultural, and intellectual diversity, welcoming people from all backgrounds and cultures, while also supporting divergent ideas and opinions. Diversity is one of UMUC's core values, a set of principles designed to guide institutional and individual professional behaviors, and is an integral part of the teaching and learning success of the university. It is the variety in the perspectives, beliefs, and experiences of all members of the UMUC community that helps make the university a world leader in distance learning in higher education.

UMUC advances the appreciation of diversity and inclusion by:

- Attracting faculty, students, and staff of diverse backgrounds
- Fostering an atmosphere of acceptance and inclusion
- Promoting open and honest discussions regarding diversity and inclusion issues
- Conducting ongoing assessments and strategic planning
- Providing communication and feedback channels to continuously improve programs and initiatives



Recruiting and Retention

- New Hire Communications and Briefings by the Chief Diversity Officer
- Search Process Review and Diversity Integration
- Search Committee - Diversity Training and Considerations
- Accessibility Accommodations and ADA Compliance Planning
- Under-Represented Faculty Talent Acquisition

Training and Development

- E-Learning and Online Diversity Modules
- Identity-Based Training
- EEO and Sexual Harassment Training
- Diversity Competency Management
- Networking and Team-Building Activities

Communications

- UMUC Movie Club - REELTALK
- Diversity Brown Bag Discussions
- Diversity Awareness Programs
- External Outreach and Strategic Partnerships
- Focused Group Discussions and Diversity Dialogues
- Diversity Poster Series

Culture and Climate

- Diversity Speaker Series and Panel Discussions
- UMUC Outreach and Athletics
- Diversity Councils/Employee Resource Groups

- Core Values and Diversity Competencies
- Cultural Celebrations and Recognitions
- Awards and Recognitions

iii. A description of how the institution plans to enhance cultural diversity(if improvement is needed)

UMUC will advance the appreciation of cultural diversity and inclusion by:

- Attracting faculty, students, and staff of diverse backgrounds
- Fostering an atmosphere of acceptance and inclusion
- Promoting open and honest discussions regarding diversity and inclusion issues
- Conducting ongoing assessments and strategic planning
- Providing communication and feedback channels to continuously improve programs and initiatives

iv. A process for reporting campus based hate crimes

Any individual who feels they may have been subjected to a campus based hate crime or feels they are being threatened can contact the Response Emergency Assessment Crisis Team (REACT). The REACT Team is a 24 hour/7 days a week hotline that includes individuals from Diversity and Equity, Legal Affairs, Security, and Human Resources. All threats, concerns, or issues that constitute a threat to an individual or that would constitute a crime based on a protected category are investigated through this network. Further, we have established Memorandums of Understanding (MOUs) with local law enforcement agencies to ensure that any crimes can be reported and responded to quickly by both internal security and external police forces.

v. A summary of resources, including State grants, needed by the institution to effectively recruit and retain a culturally-diverse student body

The current allotted budget for the Diversity and Equity Office is sufficient to implement the diversity strategic plan. Additional support for Outreach and Athletics activities is provided through an endowed fund that members of the UMUC Community can contribute to on an annual basis.

Appendix
Demographic Data Tables

TABLE 3a: Comparison Table for Undergraduate Students																
	Baseline: 2008-2009				2010-2011				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	6625	29.7	2260	4365	8286	32.3	3124	5162	11403	25.8	5682	5721	12046	26.4	5913	6133
American Indian or Alaska Native	145	0.6	58	87	144	.6	62	82	220	0.5	124	96	219	0.5	113	106
Asian	991	4.4	499	492	1159	4.5	618	541	2434	5.5	1366	1068	2498	5.5	1375	1123
Hispanic/Latino	1237	5.5	575	662	1847	7.2	865	982	5758	13.0	3358	2400	6024	13.2	3459	2565
White	9157	41.0	4474	4683	10550	41.1	5317	5233	18193	41.1	11083	7110	18457	40.5	11199	7258
Native American or other Pacific Islander					56	.2	19	37	392	0.9	215	177	401	0.9	223	178
Two or more races					338	1.3	152	186	1973	4.5	1026	947	2160	4.7	1129	1031
Did not self identify	4153	18.6	1750	2403	3306	12.9	1385	1921	3846	8.7	2022	1824	3799	8.3	2000	1799
Total	22308	100	9616	12692	25686	100	11542	14144	44219	100	24876	19343	45604	100	25411	20193

TABLE 3b: Comparison Table for Graduate Students																
	Baseline: 2008-2009				2010-2011				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	4250	35.8	1439	2811	5622	40.5	2078	3544	5225	39.3	2098	3127	5544	40.2	2233	3311
American Indian or Alaska Native	53	0.4	23	30	52	.4	25	27	46	0.3	17	29	47	0.3	21	26
Asian	800	6.7	400	400	945	6.8	513	432	917	6.9	466	451	966	7.0	501	465
Hispanic/Latino	502	4.2	252	250	682	4.9	331	351	968	7.3	493	475	1018	7.4	473	545
White	4134	34.8	2215	1919	4804	34.6	2517	2287	4455	33.5	2403	2052	4440	32.2	2399	2041
Native American or other Pacific Islander					23	.2	13	10	34	0.3	16	18	44	0.3	19	25
Two or more races					140	1.0	57	83	442	3.3	181	261	477	3.5	199	278
Did not self identify	2125	17.9	912	1213	1623	11.7	625	998	1223	9.2	525	698	1239	9.0	555	684
Total	11864	100.	5241	6623	13891	100	6159	7732	13310	100.0%	6199	7111	13775	100.0%	6400	7375

TABLE 4: Comparison Table for Faculty

	Baseline: 2008-2009				2010-2011				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	137	7.8	80	57	155	7	84	71	583	16.6%	294	289	625	16.9%	304	321
American Indian or Alaska Native	14	0.8	10	4	13	1	10	3	23	0.7	15	8	49	1.3	29	20
Asian	68	3.9	55	13	67	3	57	10	287	8.2	170	117	299	8.1	171	128
Hispanic/Latino	23	1.3	12	11	26	1	15	11	134	3.8	75	59	78	2.1	51	27
White	794	45.2	480	314	823	39	475	348	2286	65.2	1262	1024	2485	67.3	1362	1123
Native American or other Pacific Islander									3	0.1	3		5	0.1	4	1
Two or more races									33	0.9	17	16	3	0.1	1	2
Did not self identify	720	41.0	404	316	1043	49	578	465	155	4.4	79	76	147	4.0	74	73
Total	1756	100	1041	715	2127	100	1279	908	3504	100.0	1915	1589	3691	100	1996	1695

TABLE 5: Comparison Table for Staff

	Baseline: 2008-2009				2010-2011				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	241	26.5	58	183	266	27	62	204	389	26.7	113	276	333	26.1	92	241
American Indian or Alaska Native	2	0.2	2		3	0	2	1	5	0.3	2	3	14	1.1	3	11
Asian	67	7.4	24	43	60	6	15	45	96	6.6	27	69	81	6.3	18	63
Hispanic/Latino	23	2.5	10	13	28	3	8	20	77	5.3	33	44	50	3.9	18	32
White	349	38.4	121	228	398	40	142	256	586	40.2	215	371	587	45.9	209	378
Native American or other Pacific Islander					1	0	0	1	6	0.4	4	2	8	0.6	4	4
Two or more races					2	0	0	2	44	3.0	19	25	3	0.2	1	2
Did not self identify	228	25.1	82	146	227	23	83	144	256	17.5	87	169	202	15.8	71	131
Total	910	100	297	613	985		312	673	1459	100	500	959	1278	100	416	862