TOPIC: 2019 Institutional Programs of Cultural Diversity Annual Progress Report

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, May 7, 2019

SUMMARY: Effective July 1, 2008, the Maryland General Assembly required each institution of postsecondary education to develop and implement a plan for a program of cultural diversity among its students, faculty, and staff. Annually, each institution shall submit its plan through its governing body for review. Subsequently, the governing body shall submit to the Maryland Higher Education Commission a progress report regarding the institutions' implementation or improvement of their plans. Following is a USM summary, a table of examples of institutional initiatives to meet the stated goals, and each institution's cultural diversity submission.

ALTERNATIVE(S): The Institutional Programs of Cultural Diversity Annual Progress Report is legislatively-mandated. BOR approval is required prior to the transmission of these files to the Maryland Higher Education Commission. Regents may approve these reports or, by May 21, 2019, make recommendations or inquiries about the reports. Those recommendations will be addressed by the appropriate party and updated files will be presented in advance of the June 21, 2019 BOR meeting, when the full Board will be asked to take action on these reports.

FISCAL IMPACT: Fiscal impact for the Institutional Programs of Cultural Diversity Annual Progress Report is a function of resource needs identified by each institution.

CHANCELLOR'S RECOMMENDATION: That the Committee on Education Policy and Student Life recommend that the Board of Regents approve the 2019 Institutional Programs of Cultural Diversity Annual Progress Report for submission to the Maryland Higher Education Commission.

COMMITTEE ACTION: Approval	DATE: May 7, 2019
BOARD ACTION:	DATE:
SUBMITTED BY: Joann A. Boughman 301-445-1992	jboughman@usmd.edu

UNIVERSITY SYSTEM
of MARYLAND

ANNUAL PROGRESS REPORT: INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY 2018-2019

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
Presentation to Board of Regents Committee on Education Policy and Student Life
University of Maryland System Office
May 7, 2019

USM
Institutional Programs of Cultural Diversity Annual Progress Report, 2018-2019

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.

The following tables include <u>select</u> initiatives USM institutions have instituted to achieve the aforementioned goals. To experience the full scope of the work, please refer to institutions' complete submissions on the USM website. 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, socioeconomic status, as well as 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 1 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 and P-20 Partnerships to Increase the Numerical Representation of Underrepresented Students*

    Across the USM, dozens of strategies are in use to appeal to underrepresented student populations. USM institutions are:
    - engaged in partnerships with high schools in majority minority regions of the state;
    - have established MOUs with community colleges to focus on transfer students;
    - often offer scholarships to students who are brought to their university through one of these types of programs;
    - target marketing in areas that increase the probability of it being viewed by underrepresented minorities;
    - partner with HBCUs and other minority-serving institutions to recruit students into graduate and professional programs; and/or
    - participating in fairs and other outreach with community-based organizations, other colleges and universities.

- *Focus on the Recruitment, Hiring, Onboarding, Retention, and Advancement of Underrepresented Minority Faculty and Staff*

  USM institutions are employing a variety of strategies that focus on increasing faculty and staff (to a lesser extent) diversity. Institutions are considering that work from many angles from the recruitment of faculty on through hiring, onboarding, retaining them, and being able to offer opportunities for advancement. Institutions are:
    - training search committees to use inclusive hiring practices;
    - monitoring the diversity of search committees;
    - facilitating pathways to academic careers for graduate and professional students;
    - targeting job advertisements to specific publications and networks;
    - providing training so departments better understand how implicit bias relates to hiring practices;
    - tracking the diversity of applicants and hires;
    - creating faculty networking groups and mentoring programs; and/or
    - using analytics to assess progress in the diversity profiles of the applicant pool and, ultimately, hires.

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

Table 2 offers examples of institutional efforts to encourage positive and inclusive interactions and cultural awareness. Although institutions approach this differently, two themes emerged.
- *Programs, Courses, and Training*
  A wide variety of programs, courses, and trainings are designed to improve the campus culture. Campus professionals in student affairs as well as academic affairs are providing these opportunities, but this is also where students and student organizations get most involved in working to enhance inclusion and improve interactions among the campus community. Impressively, initiatives address "diversity" in the broadest sense, as courses, training, and programs address issues of race, ethnicity, nationality, religion, sexual orientation, ability differences, gender, gender identity, and socioeconomic status at least. This work encourages and facilitates collaborations, conversations, and engagement between student groups and other members of the university communities.

- *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 have established or reinvigorating diversity and inclusion workgroups or councils.

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, which 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. Also, annually, 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 required the Maryland Higher Education Commission to collect information about institutions' programs about hate-bias incidents. The reports were due in October of 2018. All USM institutions responded to the request for information about (1) institution's policies on hate-bias incidents; (2) their plan or process for educating students about hate-bas incidents, including awareness, prevention, and deterrence; (3) and the number of hate-bias incidents that have occurred during the last three academic years.

The reports revealed that although not every institution has a formal policy on hate-bias incidents, they do have policies that effectively prohibit hate-bias incidents, by prohibiting activities such as verbal harassment, intimidation, and hostile expressions against other members of the campus community. Institutions treat hate-bias incidents as violations of the institutions' student conduct policies and respond as they would to other such violations: by investigating the complaint and punishing perpetrators as necessary. Regarding education and awareness, many institutions reported already providing education about hate-bias incidents to students and other members of the campus community via the school's broader cultural diversity training. Others were actively implementing education and outreach regarding hate-bias incidents.

Finally, MHEC found that it was impossible to draw any safe conclusions on the number of bate-bias incidents that occurred at colleges and universities, as institutions were not reporting based on a standardized, statewide definition, so incidents reported seemed to be inconsistent. Hate-bias incidents and hate crimes are not identical, yet it appears that these occurrences were often confused. For now, the most consistent measure of hate-motivated incidents is the count of hate crimes that is reported to the Department of Education for Clery.

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.

Although there was no formal diversity-related gathering since the last presentation to the Committee in September, diversity and inclusion issues are perennial issues on the agendas of the Council of University System Presidents, the provosts, the vice presidents for student affairs, and the shared governance groups. Additionally, the USM Inclusion and Diversity Council stands ready to help the System develop and implement ideas to move forward on these issues.

Institutions are appropriately tackling inclusion and diversity from multiple perspectives. This work will continue, as there is no quick or singular fix. Our colleges and universities cite the need for additional resources to most effectively implement or sustain some of their initiatives. In the meantime, they find ways to make progress on this important work. All have identified a number of areas for continuous improvement and/or programs they are willing to continue supporting, as it often takes years for the outcomes of these activities and strategies to be realized. The USM staff will continue to work with the institutions on their compliance with the statute guiding this report, with determining the best ways to bring this information to the Board of Regents, and, most importantly, with conducting the work needed to make our institutions the representative, welcoming, and productive entities we want them to be.

University System of Maryland

Institutional Programs of Cultural Diversity Annual Progress Report ~ 2018-2019

§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**
FSU	Enhance college-readiness programs and promote them to minority and first-generation students. -Continue programs designed to prepare underrepresented students for postsecondary education at FSU. -Provide additional academic support for underrepresented high school students from Allegany, Garrett, Washington, Montgomery, Anne Arundel, Prince George's, and Frederick counties and Baltimore City.	FSU programs designed to prepare underrepresented students for postsecondary education at FSU. 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.	Over the last five years, the grant-based TRIO Upward Bound Program has served 181 participants, and 18.8% of these self identified as minorities. FSU's Upward Bound Regional Math/Science Center provided additional academic support for underrepresented high school students from Allegany, Garrett, Frederick and Washington counties and Baltimore City. An average of 68% of program participants currently in high school (52 of 77) selfidentified as minorities. Of the 950 participants who graduated from high school during the past five years, 60 (63%) were minorities, and 53 of these 60 (88%) initially enrolled in college.	Investigate additional methods to ensure the makeup and size of the transfer student class meets the university's goals.

SU	Active participation of SU administrators in the USM Promise AGEP (Alliance for Graduate Education and the Professoriate), a USM effort which increases the participation of underrepresented groups in STEM programs and facilitates pathways to academic careers.	Involvement in USM Promise AGEP activities.	Hiring one teaching post-doc from USM Promise AGEP 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 AGEP faculty to SU. Work to convert current post-doc into a tenure-track position.
UB	Hire a Latinx/Diversity Admissions Counselor to assist with outreach for the growing city and regional Hispanic and Asian populations.	Increase outreach to Hispanic Students.	Hispanic students represent 4% of UB's current student population.	Expand outreach to both Latinx and Asian students by increasing community college outreach.
UMB	Advertising position vacancies in diversity publications including Insight into Diversity, DiverseEducation.com, Maryland Workforce Exchange (SON).	% change of underrepresented minorities in full time professor positions over the past three years.	We have seen consistency in the increase in the # of underrepresented minorities in full-time professional positions over the past three years, which was 6% when last reported.	Continue to strengthen our diversity recruitment efforts for faculty recruitment.
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 2018, 3 students in Baltimore City and 4 students in PG County qualified for a CEO award. 93 admitted freshmen from Baltimore City and 241 from Prince George's County were offered merit awards ranging from $1,000 to $15,000 for each of four years of study. Of these, 23 students from Baltimore City and 48 from Prince George's County accepted, compared to 12 and 44 respectively for Fall 2017.	Additional outreach to the Superintendents is needed to better identify qualified students who would benefit from the award.
UMCES	Implementation of PeopleAdmin tracking system for hiring and recruitments – March 2018. Includes applicant diversity tracking.	Faculty/Staff searches completed FY 2019 to date.	26 hiring searches initiated in FY 2019, 14 completed with 4 minority candidate hires. An increase of 3 minority hires over last year report.	Continued improvement in search process procedures to attract diverse applicant pool in underrepresented STEM field.

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	Encourage participation in the China Study Abroad Program.	Number of students participating in the China Study Abroad program.	Over 50 students have participated in the program to date. (Increase from the 30 students noted last year).	Expansion of study abroad opportunities.
CSU	Safe Space Training – conducted by the Counseling Center to provide training to students, faculty, and staff and to transfer knowledge, awareness, appreciation, and understanding of LGBTQIA student issues.	Number of student, faculty, and staff participants.	All 40 (students, faculty, and staff) were educated and informed about the LGBTQIA community; new efforts to provide awareness and inclusion; safe spaces created. Awareness club to be formalized in 2019.	Expand Safe Space to individual units on campus to ensure 100% participation.
TU	CEEP (Community Enrichment & Enhancement Partnership) award, managed by Student Success Programs, is designed to increase access and success of culturally diverse and traditionally underrepresented undergraduate students. CEEP (pronounced KEEP) resources focus upon retaining students through exposure to academic strategies, diverse cultural presentations, participation in student organizations, interaction with faculty and staff, and exploring graduate and career development options.	• Participation numbers • Demographic data on participants • Academic performance of CEEP scholars • Retention and completion rates	• 106 students (92%) earned cumulative GPA(2.5+), 2017-18 • 32 students (15%) earned Dean's List honors, spring 2018 • 17 students (15%) graduated, spring 2018 CEEP scholars: African-American, 65% Caucasian, 3% Asian American, 9% Latinx, 18% Native American, 4% Biracial, 1%	• The goal is to increase male recipient participation to 40%. • Additional funding would provide financial support for CEEP eligible students not receiving CEEP aid.
UMD	Office of Diversity & Inclusion (ODI) - Hate Bias Response Program (HBRP) • Provided training to faculty, staff and students on Response Protocol • Provided outreach and support to individuals and communities impacted by hate bias incidents including Circles support group.	• Requests for training • Increase in awareness of Protocol • Ongoing monthly support group Circles • Availability of Hate Bias Incident Log	• Over 30 trainings reaching 1000s of campus community members • Regular attendance at Circles	• Increased personnel to meet the UMD need for HBRP • Incorporation of Restorative Justice principles

		• Developed and implemented online reporting system.			
UMES	International Teas and Treats monthly event to encourage visitors to the Center for creating awareness of services for study abroad for students, professional development abroad programs for faculty; and international education activities for the community; and international students.	Number of participants; types of teas and treats served; and types of information shared.	Between November 2018 and April 2019, hosted five teas and treats events. In November with five student participants; and two faculty members; in December, seven students and three faculty; in February ten students; in March nine students, one faculty member and five visiting scientists; and April five students. Shared study abroad; Peace Corps Prep Program; Peace Corps programs; and Fulbright program information with students; shared professional development opportunities (Fulbright, Seminars, and Fellowships) abroad for faculty. Fifty international students have been provided visa request letters to support international family to attend spring commencement. Two faculty awarded the Carnegie African Diaspora Fellowship (Nigeria: 2017 and 2018; South Africa: 2019).	Personnel to support administrative assistant organize, plan, and implement event.
UMUC	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 229 new hires (staff/faculty).	

Institutional Programs of Cultural Diversity Annual Progress Report, 2019
Addendum ~ System-Wide Demographic Tables

~Undergraduate and Graduate Student Enrollment~

Race/Ethnicity	Fall 2009 (Baseline)	Fall 2014	Fall 2017	Fall 2018
Underrepresented Minority	29.9% (44,395)	32.2% (52,258)	34.4% (60,283)	34.4% (60,626)
Other Minority	8.0% (11,869)	11.3% (18,257)	12.3% (21,557)	12.6% (22,187)
White	49.4% (73,471)	46.2% (74,899)	43.2% (75,591)	41.8% (73,842)
Foreign	4.5% (6,724)	5.0% (8,036)	5.3% (9,363)	5.3% (9,315)
Unknown	8.2% (12,217)	5.3% (8,550)	4.8% (8,382)	5.9% (10,453)
Total	148,676	162,000	175,176	176,423

~Faculty~

Race/Ethnicity	Fall 2009 (Baseline)	Fall 2014	Fall 2017	Fall 2018
Underrepresented Minority	13.6% (1,841)	14.6% (2,220)	15.6% (2,584)	15.5% (2,563)
Other Minority	11.2% (1,513)	10.6% (1,619)	11.0% (1,823)	11.3% (1,881)
White	66.3% (8,977)	64.4% (9,795)	62.7% (10,373)	58.8% (9,757)
Foreign	6.7% (912)	6% (915)	6.2% (1,033)	6.1% (1,008)
Unknown	2.2% (296)	4.4% (672)	4.5% (742)	8.3% (1,376)
Total	13,539	15,221	16,555	16,585

~Staff~
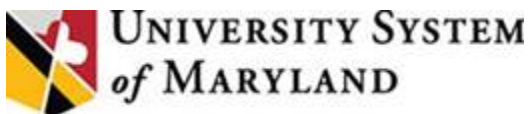
Race/Ethnicity	Fall 2009 (Baseline)	Fall 2014	Fall 2017	Fall 2018
Underrepresented Minority	34.7% (5,810)	34.2% (5,948)	34.2% (5,995)	34.6% (6,013)
Other Minority	6.1% (1,014)	6.2% (1,083)	6.8% (1,185)	7.2% (1,258)
White	55.8% (9,339)	53.9% (9,374)	52.9% (9,272)	52.0% (9,031)
Foreign	1.6% (265)	1.1% (185)	1.5% (268)	1.2% (208)
Unknown	1.9% (310)	4.5% (790)	4.5% (797)	4.9% (853)
Total	16,738	17,380	17,517	17,363

Underrepresented Minority includes African-American/Black, Hispanic, American Indian, and Native Hawaiian.
Other Minority includes those identifying with Asian and multiple races.
Foreign status includes those who are not citizens or nationals of the United States and who are in the country on a visa or temporary basis.

BOWIE STATE UNIVERSITY

UNIVERSITY SYSTEM of MARYLAND

2018-2019
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT TEMPLATE

Institution: Bowie State University   **Date Submitted:** April 17, 2019

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

Overall Guidelines:
- **For the 2018-2019 Programs of Cultural Diversity Annual Progress Report, complete the two sections (and subsections) in this template.**
- **In total (including all statements and tables) your report should be 10 to 12 pages.**
- **Please submit your report to Zakiya Lee (zlee@usmd.edu) by Wednesday, April 17, 2019.**
- **The USM will generate the desired demographic information; institutions are not responsible for providing that information.**

Section I: Progress Report: §11-406 of the Education Article states that each public institution of higher education 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.

Summary Statement

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 two 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

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.

The activities that follow demonstrate Bowie State University's efforts to increasing the number of traditionally underrepresented groups among students, administrative staff and faculty and ensuring positive interactions and cultural awareness.

Goal 1: **Use the table to share how you are increasing the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty. Bulleted, succinct descriptions of** <u>major</u> **initiatives and strategies are ideal; additional narrative is not necessary.**

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty. Timeline for meeting goal within the diversity plan: Continuous			
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
Students			
Increase the number of new students from diverse ethnic groups.	Increase new student ethnic diversity by 1 percent annually.	% non-African-American First-time UNG Fall 2015 15%; Fall 2016 11%, Fall 2017 11%, Fall 2018 9%	EAB was hired in spring 2016 to aid in new undergraduate student recruitment. The target pool is adjusted each cycle and included a focus

		New Transfer UNG Fall 2015 18%; Fall 2016 13%, Fall 2017 14%, Fall 2018 14% New Graduate Students Fall 2015 32%, Fall 2016 25%	on increasing non-African-American applicants.
Monitor retention and progression rates of all students as described in the USM Closing the Achievement Gap Report and the MHEC Access and Success Report	Overarching measures: Second year retention rates Six-year graduation rates Progression rates	First-time Students 2nd Year Ret - Fall 2014/15/16/17 71%/76%/72%/68% 6 Year Grad - Fall 2009/10/11/12 33%/41%/37%/40%/42% Progress to Soph Status in 1 year Fall 14/15/16/17 - 16%/23%/18%/13% Transfer Students (Fall) 2nd Year Ret - Fall 2014/15/16/17 74%/73%/69%/74% 5 Year Grad - Fall 2010/11/12/13 50%/55%/49%/54%	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. In Fall 2018, 59% of all full-time employees were female and 77% were minority.	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 is currently offering in-person training to all full-time employees on sexual harassment and discrimination and sexual violence. Training continue through June 2019. All employees are required to attend.	Continuing regular training programs.
Train academic department search committees on recruitment techniques to hire qualified and diverse full-time faculty.	Number of new full-time faculty that are from diverse groups	Of the new faculty reporting race/ethnicity, 100% were African American and 56% were female.	Not applicable

Goal 2: **Use the table to share how you are creating positive interactions and cultural awareness among students, faculty, and staff on campus. Bulleted, succinct descriptions of <u>major</u> initiatives and strategies are ideal; additional narrative is not necessary.**

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

Timeline for meeting goal within the diversity plan: Continuous

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
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 50 students have participated in the program to date.	Expansion of study abroad opportunities.
Encourage additional study abroad opportunities	The Global Learning Visits Program in the Department of Social Work, works toward being the model for providing international learning experiences in undergraduate social work education.	During the winter 2019, 7 faculty and students traveled to South Africa.	Expansion of study abroad opportunities in other majors.
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.	Not applicable
Expand co-curricular programs that promote diversity awareness (Student Affairs)			
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 to support the Cultural Festival organized by the International Student Association	Continued activities		
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 five 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 discussions 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.
Support units providing programming to support a welcoming campus climate	Programs offered by the Center for Global Engagement, the Office of International Programs, the International Student Office, the Gender and Sexual Diversities Resource Center, the Counseling Services Center and Disabled Student Services office.	Office of Student Leadership • An American Descent: Lecture and discussion (May) • Social Justice: Lecture and Discussion (Feb) Division of Student Affairs Fall and Spring Conversations with: • Gay Straight Alliance • Racies • Saudi Students Club • Navigators Student Programs	

		• 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	Continuing regular training programs.

| | | topics: "Helping Individuals in Distress", "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." | |

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: Appendix -- Institutional Plan for Cultural Diversity

The aforementioned statements and the information within the tables should be aligned with your institution's plan for cultural diversity, which is required by §11-406 of the Education Article. §11-406 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 a copy of your institution's plan for cultural diversity.
The institutional cultural diversity plan should be in an appendix and should not be included in the 12-page maximum.

Please email your complete submission to zlee@usmd.edu by Wednesday, April 17, 2019.

Bowie State University

Cultural Diversity Plan - Update

Bowie State University is currently revising its approach to cultural diversity and inclusion to align with the goals and objectives in its *Racing to Excellence FY 19 – FY 24 Strategic Plan*. Goal 4 of the Strategic Plan specifically focuses on enhancing the campus culture of diversity, inclusion and civic engagement. Strategic Plan Goal 4 objectives are listed below.

Goal 4 - Enhancing our Campus Culture of Diversity, Inclusion and Civic Engagement

Bowie State University will embrace, promote, and support a community of cultural inclusivity, diversity and accountability by ensuring that faculty, staff and students develop a mindset of accountability in teaching, learning, support programs, and extra-curricular campus experiences designed to enhance collaboration and engagement.

Objectives

4.1 Community of inclusion – Sustain our commitment to fostering and supporting a safe, civil and welcoming environment for students, faculty, and staff by being intentional about how our community encourages involvement, respect, and connection among its members (State Plan: Success, Strategy 4).

4.2 Culturally responsive pedagogies - Expand the use of culturally responsive pedagogies through faculty development (State Plan: Success, Strategy 5, 6).

4.3 Multicultural programs and services - Establish an Office of Multicultural Programs and Services that promotes an appreciation of inclusion and diversity on campus and assists with the retention and graduation of international students.

4.4 Culture of historical richness - Cultivate a culture of historical richness through campus displays and events that celebrate historical significant events and outcomes.

4.5 Civic responsibility - Continue to educate the next generation of global citizens to build stronger, more engaged communities through coordinated and deliberate activities aimed at improving the quality of life in our community and strengthening our democracy through political and nonpolitical engagement.

In addition, the Strategic Plan articulates the core values of the University: Excellence, Inclusivity, Integrity, Accountability, and Innovation. Our core value of Inclusivity is defined as "intentional about creating a community that encourages involvement, respect, and connection among students, faculty, staff, and administrators regardless of differences of race, gender, ethnicity, national origin, 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.

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. Building upon the previous work of the Diversity and Inclusion Committee, President Breaux, in FY 2019, engaged in numerous discussions with campus constituencies related to the structure of diversity and inclusion activities on campus. A multi-phase proposal for a diversity and inclusion unit is in draft form with initial funding planned for FY 2020.

In anticipation of the Diversity and Inclusion unit, the Center for Academic Programs Assessment (CAPA) began to collect base-line student data on intercultural competency and diversity to inform the work of the Diversity and Inclusion Committee by participating in the Educational Testing Service (ETS) HEIghten pilot study. The ETS HEIghten study defined intercultural competency and diversity (ICD) as a "person's capability to gather, interpret, and act upon radically different cues and function effectively in multicultural situations. Over 200 academic officers at community colleges and four-year institutions participated in the pilot study. Four pilot forms were designed for the ICD assessment. Each ICD form had 80 items and was designed to be less than 40-minutes long. Areas assess included:

- *Analyze and Act*: The ability to take in, evaluate and synthesize relevant information without the bias of preconceived judgments and to translate thoughts into actions.
- *Approach*: The overall positivity with which an individual views and responds to cross-cultural interactions.
- *Positive Cultural Orientation*: The evaluation of cross-cultural situations as favorable.
- *Cultural Self-Efficacy*: The belief that one can successfully engage in cross-cultural situations.
- *Suspending Judgment/Perspective Taking*: Active consideration of others' potential viewpoints and active refrainment of preconceived cultural schema interfering with informed processing.
- *Social Monitoring*: Awareness of physical, verbal and nonverbal behaviors and cues of others during a social interaction; attention to others' responses to one's own actions and signals.

Baseline data from HEIghten indicated that BSU students were very close to the proficient level in "Analyze and Act" in "Approach". BSU students were within .5 points or less of their national comparison peers in Positive Cultural Orientation and Cultural Self-Efficacy. Suspending Judgment/Perspective Taking and Social Monitoring were the areas where BSU students and the comparison group had the largest gaps with BSU students scoring lower than those students at comparison institutions.

The Office of Equity and Compliance and the Facilities Management collaborated on an ADA and Accessibility Survey to improve the design and detail of campus grounds and facilities to meet the needs and expectations of our community members of all abilities. Several

opportunities for improvement were identified related to parking and elevator availability and reliability. The finding supported a FY 2019 grant proposal for facilities improvements.

The core value of Inclusion is measured through the Ruffalo Noel Levitz Student Satisfaction Inventory survey administered every three years and being collected in spring 2019. The University is surveying faculty and staff using the Ruffalo Noel Levitz College Employee Satisfaction Survey in fall 2019 to gather updated information on campus climate to inform the cultural diversity plan.

Findings from these and other sources will be used to inform the activity planning for the Diversity and Inclusion unit.

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Bowie State University
Senate Bill 438
Institutional Cultural Diversity Plan
February 22, 2009

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Having been in the employee ranks of Bowie State University (BSU) for less than six months, I am one of the newest members of the leadership team. I am not the only new member, however; the entire leadership team is new. As Dr. Mickey L. Burnim is in his third year as University President, all of his Cabinet members (five vice presidents, legal counsel, and the director of public relations) and each of the academic deans (Arts & Sciences, Business, Education, and Professional Studies) were hired after his appointment as University President. An addition to the Cabinet, the Athletic Director was added; the person in that position was not a new hire. A series of searches are currently underway to fill critical administrative positions, some of which have been vacant for more than one year. Primary among these slots are the positions of Assistant Vice President for Institutional Effectiveness and Director of Institutional Effectiveness.

As Bowie State University has a long-standing commitment to diversity, it values and celebrates diversity in all of its forms. The University community believes that its educational environment is enriched by the diversity of individuals, groups and cultures that come together in a spirit of learning. As the University aspires to even greater racial diversity, it fully embraces the global textbook definition of the term, diversity. It is one that acknowledges and recognizes difference and advances knowledge about race, ethnicity, national origin, age, gender, socio-economic status, religion, sexual orientation, veteran's status, disability, and intellectual perspective.

Evidence of BSU's commitment is seen in all of the critical documents emanating from the University and is immediately apparent to those who visit the campus. Efforts to move beyond rhetoric to additional initiatives as required by Senate Bill 438 has been somewhat slow, due, in large part to this period of administrative transition. President Burnim appointed a Strategic Plan Committee in 2006. The committee developed a Strategic Plan for 2007-2012. Details of the Plan can be found at the following address: http://www.bowiestate.edu/UploadedFiles/about/message/reports/strategic_plan/StrategicPlan.81706.pdf. As there is evidence of progress on the BSU campus, please note the following statistical data regarding initiatives as well as an additional listing of campus strategies and initiatives, all of which corroborate our success of our initiatives:

    a.   Statistics outlining the ethnic/racial makeup of our campus community;

    b.   Several critical documents where the University's commitment to diversity are delineated. Key phrases have been highlighted;

    c.   A set of initiatives currently under consideration for implementation in the near future.

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A. ETHNICITY STATISTICS AT BSU

ALL EMPLOYEES

BLACK	76.1%
WHITE	12.8%
OTHER	5.3%
HISPA	3.0%
ASIAN	2.6%
AM. IND.	0.1%

STUDENTS

BLACK	90%
WHITE	4%
OTHER	6%

STAFF

BLACK	79.2%
WHITE	8.7%
OTHER	7.1%
HISPA	2.1%
AM. IND	0.3%

FACULTY

BLACK	73.3%
WHITE	16.8%
OTHER	3.6%
HISPA	3.3%
ASIAN	3.1%
PACIF	0.3%

B. CRITICAL DOCUMENTS

INSTITUTIONAL IDENTITY

Established in 1865, Bowie State University is the oldest Historically Black Institution of higher learning in Maryland and one of the oldest in the nation. The University evolved from a normal school into a comprehensive university that offers a wide array of undergraduate, graduate, and professional programs. Currently, **Bowie State University serves a diverse student population**, providing educational opportunities that enable students to function in a highly technological and interdependent world. The University continues to honor its heritage of providing access to higher education for under-represented populations, with a commitment to African Americans. The University remains a leader in graduating African Americans in technological fields. Bowie State University fosters a supportive, rigorous, and collaborative environment that nurtures excellence in academics and in professional and cross-cultural relationships. The University places particular emphasis on excellence in teaching and research on teaching methodology in order to improve the teaching-learning process. **Bowie State University produces graduates who are leaders among their peers in a global community, who think critically, who value diversity, and who are committed to high moral standards.** Bowie State University is a leader in the infusion of technology into the curriculum while maintaining its role as an institution grounded in the liberal arts. The University is committed to providing a high-quality education that fosters learning and enhances skill acquisition and knowledge discovery based on proven pedagogies and an up-to date curriculum for students at all levels. The University offers a comprehensive set of undergraduate programs that include the arts and humanities, business and management, teacher education, science and technology, and health and human services.

At the post-baccalaureate level, program offerings include the social sciences, information science and technology, and education. Students are able to pursue certificate programs as well as master's degrees in such disciplines as applied computational mathematics, business, computer science, counseling, counseling psychology, education, English, management information systems, nursing, and organizational communications. The University also offers two doctoral programs—one in computer science and one in educational leadership—and is exploring other doctoral programs in information technology and teaching. The University is aggressively collaborating with its sister institutions and other agencies to address student retention issues (i.e., Coppin State University; Morgan State University; University of Maryland Eastern Shore; University of the District of Columbia; and the Maryland Higher Education Commission); increase the number of student internships; and provide research opportunities for faculty and students (i.e., Towson University; National Aeronautics and Space Administration; Naval Research Laboratory; University of Maryland, Baltimore; Howard University; and City University of New York); increase the number of computer technologists (i.e., University of Maryland College Park; Morgan State University; Johns Hopkins University; University of Maryland, Baltimore County; and Honeywell, formerly Allied Signal Corporation); enhance the quality of the police force (Prince George's County Police Academy); and enhance the quality of teaching in the county and State through

Professional Development Schools, induction programs, and critical issues workshops (i.e., Prince George's County Schools; University of Maryland College Park, Towson University; and Prince George's Community College).

The University is committed to recruiting and retaining a student mix that reflects a population of honor students as well as those who demonstrate leadership qualities, display academic potential, and exhibit the motivation to learn. Bowie State University delivers instruction to a global audience of adult learners through traditional and alternative means.

Bowie State University's workforce consists of a diverse group of dedicated professionals who are committed to implementing the mission of the University. The full-time faculty, complemented by a highly qualified adjunct faculty and supported by a skilled staff, distinguishes itself through excellence in teaching, scholarship/research, and service. Effectively and efficiently, the University will continue to provide excellent educational services to its students through recruitment, development, and retention of a talented workforce.

VISION
(new shared vision statement; adopted, fall of 2007)
Building on its image as a student-centered institution and its history as an HBCU, Bowie State University will provide its **diverse student population** with a course of study that ensures a broad scope of knowledge and understanding that is deeply rooted in expanded research activities. The University excels in teacher education and will become the premier teacher of teachers. Through the integration of internal business processes, technology, and the teamwork of administrators, faculty and staff, the University will be recognized statewide as a model of excellence in higher education for the effective and efficient use of human, fiscal, and physical resources.

MISSION
Bowie State University, through the effective and efficient management of its resources, provides high-quality and affordable educational opportunities at the bachelor's, master's, and doctoral levels for a **diverse student population of Maryland citizens and the global community.**

The educational programs are designed to broaden the knowledge base and skill set of students across disciplines and to enable students to think critically, **value diversity**, become effective leaders, function competently in a highly technical world, and pursue advanced graduate study. **The University is committed to increasing the number of students from underrepresented minorities** who earn advanced degrees in computer science, mathematics, information technology, and education. Constituent needs, market demands, and emerging challenges confronting socioeconomic cultures serve as important bases in the University's efforts to develop educational programs and improve student access to instruction.

With regard to the specifics of Senate Bill 438, the following is an update on progress made at Bowie State University:

I. Develop and implement a plan for a program of cultural diversity.
II. If an institution of higher education already has a program of cultural diversity, develop and implement a plan for improving the program.

BSU Response:
While the University sponsors numerous campus-wide initiatives and activities which support cultural diversity, no formal institution-wide plan has been approved to date. With the recent reorganization of the Academic Affairs area by the new Provost, several new positions have been created that will formalize and bring structure to the University's current efforts and aspirations in the area of cultural diversity. Among these positions are the following:

Assistant Vice President for Undergraduate Studies
Responsibilities: Among the primary foci of this new position are two retention-centered initiatives; (a) to provide greater academic oversight of several University student support services; and (b) to provide leadership for a new initiative at BSU, the creation of several Learning Communities. Support from the provost's office will have the cumulative effect of strengthening the University's efforts to support the special needs of our diverse student population.
Status of Search: Underway/Projected start date – July 1, 2009

Assistant to the Provost for Special Initiatives
Responsibilities: This unique new position will have a rotating portfolio of responsibility—one that will focus on a smorgasbord of initiatives that the University wishes to advance. One of the primary focus areas for the first year will be the University's Honors Program. The goal is one of making this program more select while increasing participation from majority and international students.
Status of Search: Underway/Projected start date – July 1, 2009

Coordinator for International Programs
Responsibilities: Embracing the full definition of diversity, BSU seeks to further increase its international profile, particularly with students and faculty as well as to provide the necessary accommodations to insure the success of its international students and faculty. This new position will allow the University to focus more closely this critical area.
Status of Search: Underway/Projected start date - July 1, 2009

Coordinator for Learning Communities and Interdisciplinary Studies

Responsibilities: A retention initiative, this new position reports to the newly created position Assistant Vice President for Undergraduate Studies.

Status of Search: Underway/Projected start date - July 1, 2009

With these positions in place by the beginning of the Fall, '09 semester, the Provost plans to appoint a special task-force charged to lead the University community in the creation of a BSU Cultural Diversity Plan.

III. Include an implementation strategy and a timeline for meeting the goals within the plan. Include the following:
   A. Description of the way the institution addressed cultural diversity among its students, faculty, and staff populations;
   B. Description of how the institution plans to enhance cultural diversity, if improvement is needed;
   C. Process for responding to reporting campus-based hate crimes and bias-motivated incidents that may occur on campus as defined under title 10, subtitle 3 of the Criminal Law Article and consistent with federal under 20 U.S. 1092 (F) known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act; and
   D. Summary of any resources, including state grants, needed by the institution to effectively recruit and retain a culturally diverse student body, faculty, and staff.

BSU Response:

Proposed timeline for meeting goals

Institutional charge to Task-Force	-	September, 2009
Deadline for Report from Task-Force	-	November, 2009
Public Presentation of BSU Cultural Diversity Plan to University Community	-	December, 2009
1st Phase of Implementation (Preparation for this phase will be included in the budget for AY 09-10)	-	January, 2010
2nd Phase of Implementation (Depending on budget and Approval of anticipated curricula changes	-	Each semester following proposed Jan., 2010 implementation date

A&B. While the University is moving aggressively to raise the bar in the way it addresses the concerns of international students, faculty, and staff, it is currently depending on Mr. Robert Batten, Interim Dean of Student Affairs and International Student Advisor, who brings issues and concerns of international students to the University's attention.

Evidence of BSU's commitment is seen in all of the critical documents emanating from the University and is immediately apparent to those who visit the campus. The role of the University Relations and Marketing (URM) team at Bowie State University (BSU) is to support internal constituents develop better long-term relationships with BSU students and external constituents. The URM team performs its role by using various marketing tools while incorporating the institutions mission and vision at the same time as adhering to the institutions core values: excellence, integrity, civility, diversity, and accountability. Examples of diversity in recent market collateral are seen in the following:

- Graduate View Book which provides testimonies from
- Male Professor of African descent
- Female Alumna of Asian descent
- Female international student, from Thailand
- Female African American student
- Semester promotions that highlight varying ethnic groups
- Inclusion of the Bowie State's five core values in brochures

BSU also has a LGBT (Lesbian, Gay, Bisexual & Transgender) Resource Center. Its mission is as follows: (1) To provide programs and services that promote academic and personal growth for all of its students; (2) To assure unrestricted access to and full involvement in all aspects of the institution; and (3) To serve as a catalyst for the creation of a campus environment free from prejudice, bigotry, harassment, violence and one that is hospitable for all students.

The following are examples of activities that have been initiated or supported in support of cultural diversity by the Division of Student Affairs:
- Asian Bazaar
- African Bazaar
- Latin Bazaar
- International Cultural Fair
- We actively recruit all students for leadership roles
- Actively recruit all student for RA positions
- Fraternities and Sororities are all multicultural

- Diversity Training is at the core root of RA training.
- Staff Council started a Development
- Created a GLBTQA Advisory organization

C. Hate Crimes are reported by the 8th day of each month on the Monthly Uniform Crime Reports and are submitted to the Maryland State Police. The Supplementary Hate Bias Incident Report Form is filled out which gives the date of the incident, report number, and the circumstances surrounding the incident. These statistics are generated by the Maryland State Police Central Records. Ms Clery requires accounting for those Hate Crimes where there is a reported homicide, rape, robbery, assault, B&E, larceny, or motor vehicle theft.

D. Recent application for State Grants

Agency: MHEC (Maryland Higher Education Commission)
Title: Accelerated BSU Program with Retention and Success Initiatives
Objective: Expand the State's nursing capacity through shared resources and increased focus on student retention and success.
Focus Group: Transfers from community colleges, military in active duty, second- degree seekers.

IV. Enhance 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.

BSU Response:
Future Plans related to Cultural Diversity
While BSU has brought speakers to campus, it has no distinguished speaker series nor does it have a concert series. Such a series will be started at BSU during the 09-10 academic year. Such a speaker series can bring to campus well-known speakers with a variety of perspectives—political and otherwise. Taking advantage of its strategic location and rich cultural offerings, BSU can easily find outstanding speakers and world-renowned concert artists in the Greater Baltimore-Washington area. Such a series would serve to bring faculty, students, and staff back to campus for the evening.

V. On or before May 1 of each year, each institution shall submit the plan to the governing body of the institution for the governing body's review.
BSU Response: We will comply.

VI. On or before August of each year, the governing body of an institution shall submit a progress report regarding the institution's implementation of its plan to the Commission.
BSU Response: We will comply.

COPPIN STATE UNIVERSITY

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY
ANNUAL PROGRESS REPORT

AY 2018 - 2019

April 17, 2018

Office of Academic Affairs

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT
COPPIN STATE UNIVERSITY
AY 2018 - 2019

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 programming, 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: <u>2020</u>

Programs/Initiatives	Metrics	Progress 2018-2019	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 and mix faculty changed over the previous year. Asian faculty increased from 3.7% to over 5%, while Afr. Americans decreased from 85% to 75% and White faculty increased from 9% to 12%.	1. The University should continue recruitment and hiring of faculty and staff who report are Native Americans, Foreign, and Caucasian.
2. Provide Fair Housing (Residence Hall) Training annually	2. % of Staff Participants trained	2. 100% Housing Staff Participated in training during 2018-19.	2. Continue annual training and assessment.

3. Recruitment of International Students, including student-athletes	3. Percent International Students; number and percent student-athletes	3. Percent of international students has declined from 14.6% to 12.1%	3. Enhance recruitment to target international students.
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	4. There were over 110 participants; a positive reception of the event and positive interactions among student, faculty, and staff attendees.	4. Provide formal evaluation tools for next year's event to be developed.
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; School of Education proposed teaching in urban setting courses to be approved by curriculum committee in spring 2019.
6. Denim Day	6. Number of Participants by student group.	6. The event was conducted last year but metrics not captured; invitations to be sent to all students; will count # International students and LGBTQIA.	6. This event will be held fall 2019; a count of metrics by student group.

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 understanding of LGBTQIA student issues.	1. No. of student, faculty, and staff participants.	1. All 40 (students, faculty, and staff) were educated and informed about the LGBTQIA community; new efforts to provide awareness and inclusion; safe spaces created. Pynk, an awareness club will be formalized in 2019.	1. Expand Safe Space to individual units on campus to ensure 100% participation.
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; university success rates.	2. There over 200 students served. The full impact on student success are measured through the campus' 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; workshops on unconscious bias held during University Day.	3. No. of participants per training; no. of workshops	3. A grand total of 412 participants with workshops with positive Interactions and Cultural Awareness; (Dimension of Diversity-10; Conflict Res.=31; Unconscious Bias – 350; Implicit/Unconscious Bias-21). Total campus-wide workshops=5	3 & 4. All new hires are given civility and conflict management information at the time of hiring. Process was formalized during 2018 year and continued in 2019.
4. Professional Development for Faculty by all units on	4. No. of participants; workshops		4. Training on tools for Advisement help with knowledge of special

campus – Academic Affairs			population groups needs; 2 trainings held during 2018-19.
5. Annual Diversity Day - Hosted by ITD Division; shares food from cultural backgrounds, employees dress in their native attire.

6. Cultural Awareness Expo in Athletics | 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; contingent on funding.

6. This is a planned event for the fall 2019. |
| 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. Progress will be measured fall 2019. | 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. This will be measured fall 2019. |

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 Office of Community Standards and Conduct within the Division of Student Affairs. Reports may also be made to the Division of 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 or the Coppin State Police. This information is communicated to them through orientation processes as well as through professional development and training offered during the academic year.

<u>Compliance with New Requirements</u>

The Maryland Higher Education Commission (MHEC) requires that institutions submit reports on Hate-Bias Plans and Hazing Policies. CSU developed a plan that includes incident response protocols and a process for tracking reported incidents. This was a requirement by the Joint Chairs last year.

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; approved 2019)
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 has experienced a decline in enrollment within all student categories. However, the University has been able to maintain a diverse student population. During 2018-19, there was a slight increase in the percentage African American students from 77.8% to 79%. Hispanic and Latino students declined slightly from 2.8% to 2.6%. White students experienced a slight increase from 1.5% to 2%, while international students declined from 14.6% to 12.1%.

Selected initiatives across the campus within the Student Affairs and Enrollment Management, Athletics, Administration and Finance, Information Technology, and Academic Affairs have supported the University's efforts to attract and retain a proportional mix of students that reflect the community. However, there is room for continued 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.

- **Child Development Center** – (*Currently Closed for Renovations*) 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 threating 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 an increase in the number of staff members between AY 2017-18 and AY 2018-19. The total number of staff increased from 246 to 360. The number of African American staff increased from 192 (78%) to 304 (84.4%), while Asian staff decreased from 6.5% to 2.8%. White staff also decreased from 13.4% to 8.3%. Data show that efforts to increase representation among Native Americans and Foreign staff member could be further enhanced.

<u>Diversity among Faculty</u>

Coppin's unique geographic location within the Baltimore City limits makes it an attractive environment for faculty to have careers and focus on instruction, research and service to the University. Overall, faculty members find the campus to be a welcoming environment. The University makes every effort to advertise in diverse publications to ensure that individuals in the country and worldwide would have access to job opportunities with the University. These publications include, but are not limited to the Washington Post, the Chronicle of Higher Education, 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 2018-2019, the University had 250 members of personnel classified in a type of faculty position; down from 376 in the previous year *(Note: the faculty count includes all faculty, Full-time, tenure/tenure track, full-time, non-tenure/tenure track, adjuncts, and library personnel classified as faculty).* Out of the 250 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 (75.2%). The Asian faculty member population increased from 3.7% to 5% and Caucasians increased from 9% to 12%. Data show that enhancements could be made to increase the number of underrepresented Native American faculty members.

SECTION III: DEMOGRAPHIC DATA ONLY

STUDENTS

Race / Ethnicity	Base: 2008-2009				2016-2017				2017-2018				2018-2019			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
A.A./Black	3473	85.7%	722	2751	2519	86%	562	1957	2250	77.8%	478	1772	2162	79%	424	1738
Am. Ind. Alaska Native	4	0.1%	2	2	3	0%	1	2	3	0.1%	0	3	8	0.3%	0	8
Asian	10	0.2%	0	10	21	1%	7	14	18	0.6%	6	12	10	0.4%	3	7
Hisp./Lat.	17	0.4%	8	9	71	2%	25	46	81	2.8%	32	49	70	2.6%	22	48
White	90	2.2%	25	65	57	2%	25	32	42	1.5%	20	22	55	2%	25	30
Nat. Am. Pac. Islander	0	0.0%	0	0	1	0%	1	0	0	0.0%	0	0	0	0%	0	0
Two or More Races	0	0.0%	0	0	36	1%	11	25	30	1.0%	10	20	52	2%	14	38
Foreign	0	0.0%	0	0	175	6%	59	116	422	14.6%	118	304	332	12.1%	90	242
Not Identified	457	11.3%	139	318	56	2%	8	48	46	1.6%	8	38	49	1.7%	9	40
TOTAL	4051	100%	896	3155	2939	100%	699	2240	2892	100%	672	2220	2738	100%	587	2151

FACULTY

Race / Ethnicity	Base: 2008-2009				2016-2017				2017-2018				2018-2019			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
A.A./Black	410	92%	148	262	325	86.2%	125	200	321	85.4%	118	203	188	75.2%	69	119
Am. Ind. Alaska Native	0	0%	0	0	0	0.0%	0	0	2	0.5%	1	1	1	0%	0	1
Asian	13	3%	9	4	12	3.2%	8	4	14	3.7%	8	6	13	5.0%	8	5
Hisp./Lat.	2	0%	1	1	4	1.1%	2	2	5	1.3%	3	2	3	1.2%	1	2
White	20	4%	12	8	33	8.8%	26	7	34	9%	26	8	30	12%	23	7
Nat. Am. Pac. 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	1	0.3%	0	1	0	0%	0	0	52	13%	14	38
Foreign	0	0%	0	0	2	0.5%	2	0	0	0%	0	0	11	4.4%	7	4
Not Identified	2	0%	0	2	0	0.0%	0	0	0	0%	0	0	1	0%	1	0
TOTAL	447	100%	170	277	377	100%	163	214	376	100%	156	220	250	100%	111	139

STAFF

Race / Ethnicity	Base: 2008-2009				2016-2017				2017-2018				2018-2019			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
A.A./Black	241	80%	91	150	204	76.4%	79	125	192	78%	72	120	304	84.4%	108	196
Am. Ind. Alaska Native	0	0%	0	0	1	.4%	0	1	1	.4%	0	1	1	0%	0	1
Asian	13	4%	10	3	13	4.9%	9	4	16	6.5%	10	6	10	2.8%	7	3
Hisp./Lat.	1	0%	0	1	2	.7%	1	1	3	1.2%	1	2	4	1%	2	2
White	37	12%	27	10	38	14.2%	27	11	33	13.4%	25	8	30	8.3%	19	11
Nat. Am. Pac. Islander	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0
Two or More Races	0	0%	0	27	1	.4%	0	1	1	0.4%	0	1	2	0.1%	1	1
Foreign	0	0%	0	0	8	3%	6	2	0	0%	0	0	8	1.2%	4	4
Not Identified	0	0%	4	4	0	0%	0	0	0	0%	0	0	1	0%	1	0
TOTAL	9	3%	132	132	267	100%	122	145	246	100%	25	138	360	100%	142	218

FROSTBURG STATE UNIVERSITY
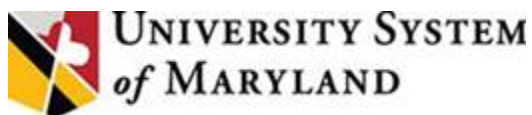
CULTURAL DIVERSITY PROGRAM ANNUAL PROGRESS REPORT 2018-19

PREPARED BY THE OFFICE OF THE PROVOST
April 2019

Submitted to:

UNIVERSITY SYSTEM *of* MARYLAND

2018-19
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY
ANNUAL PROGRESS REPORT

Institution: Frostburg State University   **Date Submitted: April 16, 2019**

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This report follows the University System of Maryland guidelines for the 2018-2019 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

SECTION II (APPENDIX A)

SECTION III (APPENDIX B)

  Provides associated comparative demographic data for fall 2010, fall 2016, and fall 2017 with that of fall 2018. These data outline FSU's significant progress over the last ten years towards achieving its diversity goals.

SECTION I - SUMMARY STATEMENT

Frostburg State University is a multicultural campus where diversity is highly valued. This is affirmed in the University's *Core Values Statement*: "Frostburg State University is committed to developing cultural competence and cultivating understanding of and respect for a diversity of experiences and worldviews that encourage each person's ability to 'take the perspective of the other.'" The University's Cultural Diversity Program 2008-2018 puts this value into action. The program is intended to help the institution more effectively recruit and retain individuals from 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 Cultural Diversity Program 2008-2018 establishes five institutional goals together with strategies for their attainment (see Section II). The University has made significant advances toward achieving the five goals of the program over the 10-year period 2008-2018.

1. *Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students*

Strategies under this goal include enhancing marketing and recruitment efforts that target members of underrepresented groups as well as expanding college-readiness and bridge programs offered by the University.

The University has made notable progress in this area over the 10-year period 2008-2018. The undergraduate minority student population at Frostburg has significantly increased in the past decade. In the fall of 2008, minority students represented 26.1% of Frostburg's overall undergraduate population; and, in the fall of 2018, minority students comprised 42.48% of the overall undergraduate population. The proportion of African American students rose from 21.9% in fall 2008 to 31.18% in fall 2018, and the percentage of Hispanic/Latino students increased from 2.1% to 5.0% over that same period**.** (Though this institutional goal specifically references *undergraduate* students, Frostburg's minority *graduate* student population has also appreciably grown over this 10-year period. In the fall of 2008, minority students represented only 4.18% of Frostburg's overall graduate population; by fall of 2018, minority students comprised 19.82% of the overall graduate population.) An increasing number of transfer students are from minority groups. New minority transfer students represented 13.5% of the new transfer population in fall 2008 compared to 28.7% in fall 2018.

2. *Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students*

Strengthening and expanding student support, mentoring, and advising programs are identified strategies under this goal.

Advances have been made in this area over the 10-year period 2008-2018, particularly with respect to undergraduate minority graduation rates. The second-year retention rate for all minority students has somewhat increased over the past decade, from 72% for all minority students in cohort fall 2009 to 74% for all minority students in cohort fall 2017. The second-year retention rate for African American students rose from 73% for cohort fall 2009 to 77% for cohort fall 2017. The six-year graduation rate for all minority students rose from 38.8% for cohort year 2002 to 49% for cohort year 2012. The six-year graduation rate for African American students rose from 42% for cohort year 2004 to 48% for cohort year 2012. In fall 2018, University President Ronald Nowacyzk appointed Ms. Arlene Cash the inaugural Vice President for Enrollment Management. This position consolidates important recruitment and support services for students who are considering Frostburg and throughout their college careers, with the aim of being more intentional and efficient in our recruitment and student support offerings.

3. *Enhance the Cultural Diversity of Faculty and Staff*

Strategies include continuing the activities of the ADA/EEO Compliance Office's Minority Recruitment Plan, expanding efforts to attract and retain minority faculty, and providing additional support for college and departmental minority faculty recruitment and retention plans.

The relative size of the minority tenure/tenure-track faculty population at Frostburg has remained fairly constant over the 10-year period 2008-2018. Minority faculty comprised 13.4% of the total tenure/tenure-track faculty population in fall 2008 and 14.7% of the total tenure/tenure-track faculty population in fall 2018. There has been a small increase in minority representation among executive-level staff. In fall 2008, 5.26% of executive-level staff were African American/Black and no executive-level staff were Asian or Hispanic/Latino. In fall 2018, the rates of representation rose to: African American/Black (6.05%), Asian (1.61%), and Hispanic/Latino (.4%). The most notable gains have been at the level of professional staff. The rates of minority representation at that level in 2008 were: African American/Black (4.05%), Asian (2.03%), Hispanic/Latino (.68%); and, by fall 2018, these rates increased to: African American/Black (6.74%), Asian (5.62%), Hispanic/Latino (1.12%)

4. *Create a Campus Environment that Promotes the Valuing of Cultural Diversity*

Providing campus-wide cultural and gender diversity programming and activities through the *President's Advisory Council on Diversity, Equity, and Inclusion,* Frostburg's *Center for Student Diversity, Equity, and Inclusion,* and the *Office of Gender Equity*; supporting campus student organizations that focus on diversity; and providing for the multicultural quality of the curriculum are important strategies designed to help the University attain this goal. Frostburg maintains a website (https://www.frostburg.edu/about-frostburg/cultural-diversity/index.php) showcasing its diversity initiatives, and providing easy access to diversity-related resources for students, faculty, and staff.

In spring 2019, University President Ronald Nowacyzk, working with the University Advisory Council, formed a revamped University Council on Diversity, Equity & Inclusion (UCDEI). The new University Council will replace the President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI). The UCDEI is more inclusive in its membership, with more student and staff representatives, and is better aligned with national best practices. Like the PACDEI, it will meet regularly to set goals and launch initiatives to improve campus climate with respect to diversity. It will also oversee the University's Cultural Diversity Program, which will be reviewed and updated in AY 2019-20.

The Center for Student Diversity, Equity and Inclusion (CSDEI) fosters a sense of community among students of all ages, economic classes, ethnicities, gender identities, races, religions, sexual orientation and national origins. Frostburg is a campus affiliate of the National Coalition Building Institute (NCBI), and the CSDEI coordinates a variety of NCBI diversity-training programs, including an Introduction to Diversity Workshop that is required of all first-year, full-time students. FSU established the Office of Gender Equity in 2016 as the institutional body in charge of providing leadership to promote, sustain, and advance a campus climate free of gender-based harassment and violence.

Minority students are robustly represented in the student leadership population at Frostburg: Resident Assistants (66.6%); Lane University Center (46.2%); Civic Engagement leaders, including the ECHO Stars program, (74.1%); Student Activities/Greek Life (36.8%); Cultural Events Series (57.1%); Social Marketing Team (50.0%); and Student Government Association (27.6%). There are currently 13 student organizations at Frostburg with overt diversity-related missions.

Cultural and gender diversity issues are addressed throughout the University's curricula. The General Education Program requires all students to complete a course involving Identity and Difference. Currently, 31 courses across 16 academic disciplines satisfy this requirement. A variety of academic programs involve intensive study of cultural and/or gender diversity, including African American Studies, Cultural Anthropology, Foreign Languages & Literature, International Studies, and Women's Studies.

5. *Promote the Understanding of International Cultures*

Identified strategies under this goal are increasing the number of international students on campus, enhancing international programming at the University, increasing international opportunities for students and faculty, and promoting intercultural knowledge at all levels of the campus.

The University has increased and diversified its international student population, enhanced international programming, and promoted intercultural understanding at all levels on campus. At the same time, the University is providing additional opportunities for FSU students and faculty to study and teach abroad. The number of international students enrolled at Frostburg has significantly increased over the past decade, from 34 in fall 2008 to 285 in spring 2019. Currently, international students on Frostburg's campus represent 14 nationalities, with the largest constituencies from China and Saudi Arabia. The University currently has 22 exchange partners and three cooperative-degree programs, with plans to add a fourth by summer 2019. As indicated under Goal 4 above, there are numerous curricular and co-curricular programs at Frostburg designed to promote intercultural knowledge.

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Frostburg State University's Cultural Diversity Program contains a number of new and ongoing initiatives that require additional resources if they are to be fully and successfully implemented. Any state financial support of these strategies that can be garnered by the University of System of Maryland would greatly assist Frostburg's efforts. An approach to providing Frostburg State University and other Maryland institutions of higher education additional resources to enhance diversity and cultural awareness programs is to make competitive state grants available for these purposes. In the past, the state has funded important initiatives that have helped to transform and improve higher education in Maryland. The University would welcome the opportunity to apply for diversity program funds provided through the Maryland Higher Education Commission and the University System of Maryland.

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 reviewed and updated in AY 2019-2020			
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. b) Continue to arrange recruitment trips to urban high schools in Maryland. 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 purchase of names from minority populations from the pool of students who take the PSAT in their junior year of high school. The number of trips to urban high schools Maryland. The number of minority candidates offered staff positions at the University.	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 37% for the fall 2018 class. *Data Source: PeopleSoft Queries F09; orig SSS file F18* During fall 2017 and spring 2018 (to recruit the Fall 2018 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 30 visits at 24 high schools in Baltimore City. See results under FSU Diversity Goal 3.	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. Seek out new communication strategies to increase knowledge of counselors in minority markets.
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.	The number of bus trips to FSU with minority attendees. The number of minority students in attendance at FSU admitted student receptions.	The Office of Admissions hosted approximately 700 prospective high school students during 19 different bus trips to FSU from primarily minority high schools. Additionally, 60% of prospective fall 2018 students attending the "admitted student receptions" sponsored by the Admissions Office were minorities (69 of 117 students).	

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.	FSU programs designed to prepare underrepresented students for postsecondary education at FSU.	Over the last five years, the grant-based *TRiO Upward Bound Program* has served 181 participants, and 18.8% of these self-identified as minorities.	
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.	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.	FSU's *Upward Bound Regional Math/Science Center* provided additional academic support for underrepresented high school students from Allegany, Garrett, Frederick and Washington counties and Baltimore City. An average of 68% of program participants currently in high school (52 of 77) self-identified as minorities. Of the 950 participants who graduated from high school during the past five years, 60 (63%) were minorities, and 53 of these 60 (88%) initially enrolled in college.	
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.	The number of transfer students enrolled in FSU from minority groups.	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 29% in fall 2018. *Data Source: Enrollment Information System file (EIS)*	Investigate additional methods to ensure the makeup and size of the transfer student class meets the university's goals.
b) Continue to establish dual-admission agreements with community colleges.	The number of dual-degree agreements with community colleges.	In FY 2019, FSU had active articulations with 13 of 16 Maryland community colleges (Source: FSU's Office of Admissions).	
	The number of dual-admission agreements with community colleges.	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.	
c) Provide additional individualized support services to transfer students.	Services provided to transfer students.	Students who transfer to FSU without a declared major or are non-degree seeking (students who transfer with a GPA less than a 2.0) 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, including training on the campus student information and learning management systems. Nineteen new transfer students were served through CAAR in the 2017 academic year; four of those students are African-American. CAAR offered Transfer Student Listening sessions in group and individual formats and 19 students took advantage of these in spring 2019.	

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 reviewed and updated in AY 2019-2020**			
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), 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.	Second-year retention and six-year graduation data generated the following findings: For the fall 2017 cohort of first-time, full-time students, FSU's second-year retention rates for African American students (77%) and minorities (74%) are similar to the rate for the total student population (77%). The retention rates improved from 71% (cohort fall 2016) to 77% (cohort fall 2017) for African Americans and from 69% (cohort fall 2016) to 74% (cohort fall 2017) for all minorities. The retention rate for all first-time, full-time students improved from 74% (cohort fall 2016) to 77% (cohort fall 2017). The African American retention rate mirrored the overall retention rate for the most recent cohort of first-time, full-time students. While the minority student retention rate was 3% points lower than the overall rate, the cohort showed a 5% point gain from the prior year. Six-year graduation rates increased over the reporting period for all student groups (cohort year 2010 to cohort year 2012): from 39% to 48% for African American students, from 40% to 49% for all minorities, and from 49% to 53% for all first-time, full-time students. FSU has been selected to participate in the first-ever national Excellence in Academic Advising (EAA) comprehensive strategic planning process, a program created by NACADA, a global association dedicated to enhancing the educational development of students in higher education, and the nonprofit Gardner Institute. EAA establishes aspirational standards for institutions to evaluate and improve academic advising and acknowledge the central role of advising in promoting student learning, success and completion.	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 reviewed and updated in AY 2019-2020			
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 3.1: Expand efforts to attract and retain eminently qualified minority faculty and staff. 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.	The number of minority faculty and staff at Frostburg State University.	The University continues its efforts to increase the number of minority faculty and staff at FSU. As of December 2018, the University's workforce consisted of 1,033 full and part-time employees (387 faculty; 657 staff members; 75 graduate students). Females are employed at a rate of 51.1% (527) and are represented in 100% of all administrative offices and academic departments. Minorities are employed at a rate of 10% and are represented in 26.9% of the University's administrative offices and 75.0% of academic departments. The University's workforce is comprised of Black/African American 4.7% (49), Asian 4.0% (41), Hispanic/Latino 0.7% (8), Two or more races 0.4% (4) and American Indian/Alaska Native 0.1% (1). White employees represent 90.1% of the university workforce. Frostburg's Office of Human Resources continues to sponsor the annual Employee Development and Leadership Series. The current cohort, consisting of 12 FSU faculty and staff members, meets monthly to receive management training, which will lead to increased employee advancement and retention. A fundamental goal of this program is to build the skills required to manage an increasingly diverse workforce and assist in fostering an inclusive workplace environment characterized by fairness, understanding, and mutual respect and civility.	Recruit continuously, not only when there are openings. Maintain professional networks and make note of potential candidates from underrepresented groups. 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.

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 reviewed and updated and revised in AY 20018-20019**			
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** **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. 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.	FSU's *Center for Student Diversity, Equity, and Inclusion* 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 2018-2019, the Center for Student Diversity, Equity and Inclusion worked collaboratively with faculty and staff to: • 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). • 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 was a little under 90% coming in closer to 88% with a 95% satisfaction rate. Participating in the workshops resulted in an increase in first-year students applying to attend the diversity retreat.	Explore strategies to increase the effectiveness of the workshops including follow-up activities to increase retention of the knowledge gained; increase in the awareness of the resources available on campus to increase cultural competence; increase attendance.

	FSU's *Center for Student Diversity, Equity, and Inclusion* programs and activities to engage students, faculty, and staff in experiences targeting instruction and training on cultural sensitivity.	During 2018-2019, the Center for Student Diversity, Equity and Inclusion planned and implemented the following activities: • FSU Social Justice Summit (formerly named Diversity Retreat): During the weekend a full day is dedicated to a Workshop on "Building Community through Deeper Connections." In fall 2018, a total of 37 students, one staff member, two guest facilitators and two FSU alum participated in this retreat. Funds for a second retreat were not secured. However, the impact of the retreat was demonstrated by nine of the retreat participants attending the NCBI Train-the-Trainer one month later. • NCBI Train-the-Trainer was held in November 2018 with 25 trainees and 2 facilitators. Nine of the trainees attended the FSU Social Justice Summit; 16 were students; 3 faculty members, 3 staff members, and 2 Chartwells Dining Services staff. This will significantly increase the number of facilitators available to provide workshops for first year students.	Seek funding to sustain activities led by the Center including a second retreat. Holding a second retreat allows more students to participate in the in-depth experience.
b) Continue the work of the President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI).	FSU *President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI)* – programs and activities for promoting a campus community that values and embraces all genders, races/ethnicities, languages, sexual orientations, ages, faiths, cultural and social class contexts, and intellectual and physical abilities.	The President's Advisory Council on Diversity, Equity and Inclusion was dissolved. In response to feedback provided during the University's recent strategic planning process, as well as in other focus groups and forums, the University President, the Vice-President of Student Affairs, and Director of the Center for Student Diversity, Equity worked to create a revised University Council on Diversity, Equity and Inclusion.	The Council is expected to hold its first meeting before the end of spring 2019 semester. Council goals and work groups will be established at that time.
c) Continue the work of the Office of Gender Equity 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.	*Office of Gender Equity* programs and activities that provide resources and services for promoting social justice and that educate students, faculty, and staff about the issue of gender-based violence.	FSU established the *Office of Gender Equity* in 2016 as the institutional body in charge of providing leadership to promote, sustain, and advance a campus climate free of gender-based harassment and violence. The office has been actively engaged in implementing its mission by: • Providing an equitable, safe, and inclusive environment for all students through the coordination of activities intended to oversee prevention, education, response, and assessment of sexual misconduct, gender-based harassment, intimate partner violence, and stalking. • Assessing student perceptions and experiences of gender-based harassment and violence through the biennial *Campus Climate Survey*. Survey data from spring 2018 shows continued increases in positive responses about students' perceptions concerning their University experience, including increased engagement in the campus community and a higher sense of being valued as individuals. • Providing recommendations in light of State and Federal expectations and best practices.	Allocation of sufficient resources for sustainable prevention, response, outreach, and compliance.
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.	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 *Think About It*; 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 orientation courses were provided a presentation from the Title IX Coordinator, highlighting the services provided by the Office of Gender Equity and the protections and supports under Title IX.	
		All faculty and staff were required to complete *Harassment and Discrimination Prevention;* 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. Lastly, all Campus Security Authorities completed the required annual Clery Act training, via an online training module.	
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.	FSU's partnership with the University of Maryland College Park, *TRiO Academic Achievement Program's McNair Scholars* has enrolled 81 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 2018-2019 cohort included two students, one African American female and one African American male.	Identify funding to support FSU students' participation in activities hosted at partner institutions. Continue to host McNair recruitment sessions at FSU
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	*Identity and Difference courses in the General Education Program (GEP)*: The Identity and Difference category in the GEP offers students multiple course options to gain insight into the ways cultural identities and experiences shape individual perspectives of the world and influence interactions with people from different backgrounds. *The African American Studies Program and the Women's Studies Program,* through courses in the GEP, provide students with opportunities to explore elements of the world and U.S. History which are often overlooked by developing an understanding of the rich and complex African and African American heritage, and the impact of women and gender in a diverse society, respectively. The two programs also collaborate with other institutional structures to offer events for students, faculty, and staff to highlight social issues and their relationship with these underrepresented groups globally.	

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 reviewed and updated in AY 2019-2020

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** **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 5.1: Increase the number of international students attending Frostburg State University a) Actively recruit international students overseas and throughout the United States. b) Increase the number of exchange partners to increase the diversity of international students.	The number of J1 and F1 students enrolled at Frostburg State University. The number of exchange partners to increase the diversity of international students.	The CIE works with all academic departments across campus to ensure a continued growth in international diversity. In recent years, the CIE changed its emphasis on recruitment of students who would enroll on an "exchange" basis for one or two semesters, and moved to promoting programs for "degree-seeking" international students. In spring 2019, FSU enrolled 285 international students (up from 183 in spring 2018), including 275 degree-seeking students (up from 162 in spring 2018) from 10 countries. The CIE became a member of the Maryland International Education Consortium, which actively recruits international students for Maryland universities. The CIE added one additional exchange partner this year—NEOMA School of Business in Paris, France. The CIE is assisting the College of Business with recruiting students for study abroad opportunities at this new partner university. We expect students from the partner school to begin enrolling at FSU beginning the spring 2020 semester.	
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.	The number of cooperative-degree programs with overseas partner universities.		Assess the effectiveness of cooperative-degree programs as a recruitment strategy for international students, and evaluate its impact on sustaining international education at FSU.

d) Establish strong connections for international students on campus	The presence of programs designed to connect international students to the campus.	FSU offers a six-week language camp (summer and winter) for incoming international students who need to improve their English language skills before beginning their first semester of classes on the FSU campus. Additionally, the CIE offers numerous cultural activities throughout the semester to introduce international students to American culture.	
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 student abroad programs conducted or sponsored by the university. b) Plan and implement recruitment activities for students to study abroad. c) Design and implement student abroad opportunities for students led by faculty members.	The presence of study abroad opportunities for students and the level of participation in those programs The presence of recruitment activities designed to encourage students to participate in study abroad. The presence of faculty led study abroad opportunities for students	During the academic year 2018/19, 39 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. To encourage students to study abroad, the CIE engaged in the following recruitment activities in FY 2019: • 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 • Provided presentations to multiple Greek organizations • 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 2019, faculty members created and implemented study abroad experiences for students in Ireland, England, Wales, and the Dominican Republic. 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.	CIE will continue to evaluate the effectiveness of *Horizons*, as a software system to track applications of students interested in studying abroad, and assess its impact on meeting the CIE goals.
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.	The presence of international experiences for student members of the President's Leadership Circle.	As a result of budgetary constraints, the students in the President's Leadership Circle did not participate in a service-learning trip to Uganda to educate villagers and schoolchildren about hygiene and how to purify their drinking water; however, the PLC hosted John Ochieng, our liaison with Africa Water Solutions in Uganda, for an on-campus visit for twelve days (March 28 – April 9, 2019). Mr. Ochieng visited several classes, made presentations on global leadership to student leaders, and worked with the executive chef for Chartwells to create an authentic Ugandan meal attended by students, faculty, and staff.	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).

SECTION II
(Appendix A)

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 generations 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.

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, timeframes and responsible units or offices associated with Goal 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.

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	Office of the Provost
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 Garrett, Allegany, Washington, Montgomery, Anne Arundel, Prince Georges, and Frederick counties, and the city of Baltimore.	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, Freshman Progress Survey, TRiO Student Support Services (SSS), 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 relationships with doctoral granting HBCUs throughout the United States with demographic populations and geographical locations similar to FSU, utilizing the REGISTRY to fill vacant administrative positions,

requiring all search committees to engage in minority outreach, advertising faculty and staff job openings on websites devoted to diverse hiring, working with the University System of Maryland (USM) on hiring strategies, creating a program for underrepresented populations (in their disciplines) to teach at Frostburg as ABD doctoral students, and implementation of 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 HBCU's with similar demographic populations and geographic location thought out the United States.	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 that one member of the committee be 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 increased employee advancement and retention.	2008-2018	Office of Human Resources

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

Frostburg State University's Cultural Diversity Program works to create an environment that is welcoming and safe for students. Various programs are offered on the FSU campus by a cross-section of academic and administrative offices as well as student organizations that enhance the development of students' multicultural competency skills. 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.

<u>Summary of Strategies and Action Priorities</u>

- *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 underrepresented students, continuing the work of the President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI); continuing the work of the Office of Gender Equity; 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 *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.	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 *Office of Gender Equity* to provide resources and services for promoting social justice; and to plan and implement efforts to educate students, faculty, and staff about the issue of gender-based violence and relating programming, policies, and services.	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

FSU 4.1 (Continued) 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.	e) Develop inter-institutional academic opportunities and institutional curricular programs for members of the University community 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.

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 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).

SECTION III
(Appendix B)

Institutional Demographic Data

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

- **Table 1**: *Comparison Table for Students*

- **Table 2**: *Comparison Table for Faculty*

- **Table 3**: *Comparison Table for Staff*

Section III: Table 1
Student Headcount by Career

Table 1
Student Headcount by Career

Updated March 25, 2019

Career		Fall 2010 Male N	Female N	All N	%	Fall 2016 Male N	Female N	All N	%	Fall 2017 Male N	Female N	All N	%	Fall 2018 Male N	Female N	All N	%
Doctorate	Unknown	.	.	.	.	1	3	4	5.13	2	9	11	13.40	1	8	9	13.04
	African American/Black	.	.	.	.	.	.	.	.	.	2	2	2.44	.	2	2	2.90
	Amer Ind or Alaska Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Hisp/Latino	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	White	.	.	.	.	25	47	72	92.30	23	45	68	82.90	19	38	57	82.61
	Other	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Native Hawaiian or Pac Island	.	.	.	.	.	1	1	1.28	.	.	.	.	.	.	.	.
	Two or More Races	.	.	.	.	1	.	1	1.28	1	.	1	1.22	1	.	1	1.45
	All	.	.	.	.	27	51	78	100	26	56	82	100	21	48	69	100
Graduate	Unknown	2	.	2	0.33	37	63	100	14.00	40	47	87	14.80	31	39	70	11.93
	African American/Black	15	17	32	5.30	15	29	44	6.16	16	29	45	7.64	18	32	50	8.52
	Amer Ind or Alaska Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Asian	4	4	8	1.32	8	8	16	2.24	7	5	12	2.04	9	8	17	2.90
	Hisp/Latino	3	5	8	1.32	5	9	14	1.96	7	6	13	2.21	3	12	15	2.56
	White	168	372	540	89.40	158	291	449	62.90	129	273	402	68.30	136	273	409	69.68
	Other	9	5	14	2.32	65	20	85	11.90	15	6	21	3.57	7	5	12	2.04
	Native Hawaiian or Pac Island	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Two or More Races	.	.	.	.	2	4	6	0.84	4	5	9	1.53	4	10	14	2.39
	All	201	403	604	100	290	424	714	100	218	371	589	100	208	379	587	100
Undergraduate	Unknown	16	12	28	0.58	21	16	37	0.76	25	29	54	1.14	24	28	52	1.12
	African American/Black	557	572	1129	23.20	780	753	1533	31.40	767	716	1483	31.40	751	695	1446	31.18
	Amer Ind or Alaska Nat	7	6	13	0.27	2	7	9	0.18	3	4	7	0.15	1	9	10	0.22
	Asian	47	28	75	1.54	34	59	93	1.90	41	65	106	2.24	41	55	96	2.07
	Hisp/Latino	98	90	188	3.86	123	160	283	5.79	113	151	264	5.59	103	129	232	5.00
	White	1744	1640	3384	69.54	1221	1394	2615	53.50	1122	1277	2399	50.80	1090	1228	2318	49.98
	Other	20	29	49	1.01	54	38	92	1.88	103	105	208	4.40	134	164	298	6.43
	Native Hawaiian or Pac Island	.	.	.	.	1	1	2	0.04	.	1	1	0.02	.	1	1	0.02
	Two or More Races	.	.	.	.	109	111	220	4.50	93	110	203	4.30	82	103	185	3.99
	All	2489	2377	4866	100	2345	2539	4884	100	2267	2458	4725	100	2226	2412	4638	100
All		2690	2780	5470	100	2662	3014	5676	100	2511	2885	5396	100	2455	2839	5294	100

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

UG Minority

	2010	2016	2017	2018
N	1405	2140	2064	1970
%	28.87	43.81	43.70	42.48

UG African American

	2010	2016	2017	2018
N	1129	1533	1483	1446
%	23.20	31.40	31.40	31.18

Table 2
Instructional Faculty
Split By Tenure/Tenure Track and Non-Tenure Track

Updated March 25, 2019

Tenure Status	Race/Ethnicity*	2010				2016**				2017**				2018**			
		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	.	1	1	.	4	2	6	3.57	3	3	6	3.30	4	3	7	4.29
	Amer Ind or Alaska Nat	.	.	.	.	1	.	1	0.60	1	.	1	0.55	.	.	.	.
	Asian	4	3	7	.	3	3	6	3.57	2	4	6	3.30	2	4	6	3.68
	Hisp/Latino	.	4	4	.	.	1	1	0.60	.	2	2	1.10	.	.	.	.
	White	66	78	144	.	63	86	149	88.69	67	98	165	90.66	62	87	149	91.41
	Other	.	.	.	.	.	4	4	2.38	.	.	.	.	.	1	1	0.61
	Native Hawaiian or Pac Island	.	.	.	.	.	.	.	.	.	2	2	1.10	.	.	.	.
	All	71	87	158	100	72	96	168	100	73	109	182	100	68	95	163	100
Tenure/ Tenure Track	Unknown	1	.	1	.	.	.	.	.	.	.	.	.	.	.	.	.
	African American/Black	7	2	9	.	7	2	9	4.11	7	2	9	4.33	7	3	10	4.90
	Asian	8	7	15	.	13	6	19	8.68	12	5	17	8.17	13	4	17	8.33
	Hisp/Latino	1	3	4	.	1	3	4	1.83	1	3	4	1.92	1	2	3	1.47
	White	113	66	179	.	106	74	180	82.19	96	73	169	81.25	95	70	165	80.88
	Other	.	.	.	.	5	2	7	3.20	5	4	9	4.33	5	4	9	4.41
	All	130	78	208	100	132	87	219	100	121	87	208	100	121	93	204	100
All		201	165	366	100	204	183	387	100	194	196	390	100	189	188	367	100

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

*Data reported for 2010 based on the 1977 race/ethnicity codes. 2016 to 2018 data based on the new race/ethnicity codes.

** 2016 to 2018 data reflect the Maryland Higher Education Commission's Standard Occupational Classifications.

Section III: Table 3
Staff by Principal Occupation Assignment

Table 3
Staff By Principle Occupational Assignment

Updated March 25, 2019

Occupational Code	Race/Ethnicity*	2010 Male N	Female N	All N	%	2016** Male N	Female N	All N	%	2017** Male N	Female N	All N	%	2018** Male N	Female N	All N	%
Exec/Admin/Mngr	Unknown	.	.	.	.	1	1	2	0.83	.	1	1	0.41	.	1	1	0.4
	African American/Black	2	1	3	5.17	4	6	10	4.13	4	7	11	4.52	6	9	15	6.05
	Amer Ind or Alaska Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Asian	1	.	1	1.72	3	.	3	1.24	3	.	3	1.23	3	1	4	1.61
	Hisp/Latino	.	.	.	.	1	.	1	0.41	1	.	1	0.41	.	1	1	0.4
	White	33	21	54	93.1	103	123	226	93.39	102	125	227	93.42	102	125	227	91.53
	Other	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	All	36	22	58	100	112	130	242	100	110	133	243	100	111	137	248	100
Teaching Assist	White	.	.	.	.	2	5	7	100	2	3	5	100	2	3	5	100
	All	.	.	.	.	2	5	7	100	2	3	5	100	2	3	5	100
Professional	Unknown	2	2	4	2.42	.	1	1	1.05	2	3	5	4.85	.	2	2	2.25
	African American/Black	6	4	10	6.06	1	4	5	5.26	.	4	4	3.88	3	3	6	6.74
	Amer Ind or Alaska Nat	1	.	1	0.6	.	.	.	.	.	.	.	.	.	.	.	.
	Asian	3	.	3	1.81	2	5	7	7.37	3	4	7	6.8	2	3	5	5.62
	Hisp/Latino	.	1	1	0.6	.	2	2	2.11	.	1	1	0.97	.	1	1	1.12
	White	62	84	146	88.49	34	45	79	83.16	32	53	85	82.52	30	42	72	80.9
	Other	.	.	.	.	1	.	1	1.05	.	.	.	.	.	.	.	.
	Two or more races	.	.	.	.	.	.	.	.	.	1	1	0.97	1	2	3	3.37
	All	74	91	165	100	38	56	95	100	37	66	103	100	36	53	89	100
Clerical	Unknown	.	.	.	.	1	1	2	1.21	.	.	.	.	1	1	2	1.27
	African American/Black	.	7	7	4.02	5	3	8	4.85	3	6	9	4.92	3	8	11	6.96
	Amer Ind or Alaska Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Asian	1	1	2	1.15	1	1	2	1.21	.	3	3	1.64	.	1	1	0.63
	Hisp/Latino	2	1	3	1.72	.	1	1	0.61	.	2	2	1.09	.	.	.	.
	White	25	137	162	93.1	35	116	151	91.52	44	123	167	91.26	41	102	143	90.51
	Other	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Two or More Races	.	.	.	.	.	1	1	0.61	1	1	2	1.09	.	1	1	0.63
	All	28	146	174	100	42	123	165	100	48	135	183	100	45	113	158	100
Technical	Hisp/Latino	1	.	1	2.22	.	.	.	.	.	.	.	.	.	.	.	.
	White	26	18	44	97.78	.	6	6	100	.	5	5	100	.	4	4	100
	All	27	18	45	100	.	6	6	100	.	5	5	100	.	4	4	100
Skilled Crafts	Unknown	.	.	.	.	.	.	.	.	.	.	.	.	.	1	1	1.14
	African American/Black	.	.	.	.	.	1	1	1.03	.	1	1	1.09	.	1	1	1.14
	Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Hisp/Latino	.	.	.	.	1	.	1	1.03	1	.	1	1.09	1	.	1	1.14
	White	36	1	37	100	53	42	95	97.94	51	39	90	97.83	50	35	85	96.59
	All	36	1	37	100	54	43	97	100	52	40	92	100	51	37	88	100
Serv/Maint	Unknown	.	1	1	1.3	.	.	.	.	.	.	.	.	.	.	.	.
	African American/Black	.	2	2	2.6	.	.	.	.	.	.	.	.	.	.	.	.
	Asian	.	1	1	1.3	.	.	.	.	.	.	.	.	.	.	.	.
	White	36	37	73	94.8	43	2	45	100	44	2	46	100	42	2	44	100
	All	36	41	77	100	43	2	45	100	44	2	46	100	42	2	44	100
All		237	319	556	100	291	365	657	100	293	384	677	100	287	349	636	100

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

*Data reported for 2010 based on the 1977 race/ethnicity codes. 2016 to 2018 data based on the new race/ethnicity codes.

** 2016 to 2018 data reflect the Maryland Higher Education Commission's Standard Occupational Classifications.

SALISBURY UNIVERSITY

2018-2019
Institutional Programs of Cultural
Diversity Annual Progress Report

Institution: Salisbury University   Date Submitted: April 17, 2019

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Cultural Diversity has been an integral part of Salisbury University (SU) for close to a decade, when the institution made a stated commitment through its Cultural Diversity Plan (CDP), pledging to support and advance diversity by targeting certain areas of focus and formulating specific goals.

To date, while SU has achieved a number of notable goals, certain challenges still persist. Since its founding, SU has traditionally attracted primarily White students, faculty and staff. Therefore, increasing recruitment and retention of members pertaining to historically underrepresented groups will remain at the forefront of our efforts. Each school, department, and office has assumed an active role in the recruitment and retention of a diverse contingent and has devised specific approaches. There is a general consensus that specific emphasis should be placed on creating and advancing mentorship and professional growth opportunities for traditionally underrepresented faculty and staff. Enhancing the cultural competency of faculty and staff remains a firm commitment so that, in turn, they can cultivate and foster an inclusive learning environment for our students. In parallel, collective efforts are made to identify and strategically eliminate inequity-related barriers to academic and professional success.

Beyond efforts directed at recruitment and retention, SU recognizes the importance of creating and supporting opportunities for meaningful interactions between campus community members, as a result of which a series of programs and initiatives was created over the years. While said initiatives have had varying degrees of success, SU has not been able to gauge their overall impact on the campus community, a rather arduous task in the absence of a Campus Climate Study. Consequently, the University has decided to commission a general Campus Climate Study – both quantitative and qualitative - within the next twelve months, an invaluable tool in helping us outline the next Diversity Strategic Plan. Moreover, assessing the campus climate is indispensable in identifying areas of concern and/or focus pertaining to diversity, in order to develop innovative, relevant, and tailored programming and in turn, will inform the enhancements to our CDP.

Concurrently, Salisbury is working on formulating the University's General Strategic Plan (2020-2025) which will capture the new University President's vision

for the institution, will incorporate feedback from the campus community through the Campus Climate Study and other means, as well as considerations and corresponding approaches to address current and future trends in higher education. In order to continue to capitalize on the progress that has already been made, SU will not only have to reaffirm its commitment to diversity and inclusion but also to continue to tailor the specifics to ensure the effectiveness of the strategic approach through a truly concerted effort, where every stakeholder becomes a co-creator of a new, diverse, and congruent institutional identity.

The implementation strategy and the timeline for meeting the specified goals will align with and supplement the institution's Strategic Plan. As such, SU will uphold the institutional commitment to foster an inclusive campus by helping nurture a robust sense of identity and community so that all students, staff, and faculty experience a sense of belonging to the University. The new Center for Equity, Justice and Inclusion inaugurated in December 2018 is a fitting illustration of this endeavor and a promising, meaningful step in that direction.

The University will continue to outline and implement forward-looking action steps to dismantle systemic racism that exists within and beyond all campuses, as well as encourage and promote meaningful interactions across all-campus stakeholders to increase commitment to and support for diversity and inclusion initiatives. This particular long -term objective was catalyzed by the October 2018 workshop on the topic of systemic racism, which was attended by the 80 top SU administrators, including the new University President, as well as leaders from shared governance pertaining to all three campus community contingencies - faculty, staff, and students. This particular learning opportunity elicited courageous conversations and helped identify specific approaches that can be adopted, as well as the stakeholders that should be tasked with the implementation and monitoring. The short-term and intermediate goal is to continue to optimize institutional responses to diversity and inclusion-related matters.

Harmonizing institutional efforts, in general, and abandoning the "silo mentality" is viewed an imperative in achieving the University's long-term goals. This requires the strategic re-alignment of goals for diversity and inclusion. To that end, maintaining an updated internal inventory of diversity and inclusion-related programs and initiatives is essential in the process of identifying potential areas of collaboration and serve a variety of purposes, such as creating learning opportunities in varied formats e.g., trainings, student orientations, targeted workshops, facilitations, etc., to improve cultural literacy, hence endowing the campus community with a more profound understanding of diverse identities and perspectives.

Any efforts to support cultural diversity and inclusion on campus should also translate into a concern and commitment to strengthen the relationship with the broader SU campus community. One of the ways in which Salisbury University has been contributing and should continue to do so is by conducting culturally responsive research that supports community practice. This has concretized into various partnerships over the years. Attesting to that are the University's specific programs in education, arts and community health that impact and benefit the broader community in general, as well as historically minoritized groups in particular. Moreover, the University's cultural offerings typically reflect the diversity of the broader community, with many events being well received and well attended. Lastly, a welcoming and diverse community is undoubtedly a selling point, oftentimes even a decisive factor, for students, staff, and faculty alike when opting to come to SU for education or employment; therefore it is strategic for the University to adhere strongly to the strategic goal of "Fostering Community."

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 the 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 President has made diversity and inclusion one of his top priorities. In speeches and engagements both internal and external, he has made this point and talked about the importance of having faculty and staff that are representative of the student body and a student body that is representative of the region and the State.	N/A	N/A	N/A
The Seidel School established the AACTE Holmes Scholar program to recruit underrepresented minorities into education career pathways and increase applicant pool for faculty positions to increase number of underrepresented minorities.	Student enrollment. Increase in diversity of candidates in applicant pool for faculty positions resulting in more diverse hires.	Application approved by AACTE. Holmes Coordinator identified. Solicitation of nominations for initial cohort from existing enrolled students. HR demographic data of applicants and faculty hires.	Increase diversity of admitted students across all program areas. Increase diversity of applicant pool for faculty positions.
The Center for International Education (CIE) supported the creation of new employee benefit to provide tuition remission for English Language Institute courses for dependents of newly hired international faculty.	Creation of policy. Enrollment of dependents of international faculty in ELI courses.	Policy created. Forms and process created - two dependents took advantage of the new benefit.	Continuing promotion of services to support international faculty hires.
The Center for International Education improved levels of participation of underrepresented groups in study abroad programs.	Increase in number of students from underrepresented groups studying abroad.	Salisbury Abroad: Global Experiences Internship program provides full-semester credit-bearing internships in nine cities around the world; 70% of participating students in spring 2019 were from underrepresented groups.	Continue to create study abroad programs that attract students from underrepresented groups.
SU opened the Center for Equity, Justice, and Inclusion (CEJI)- a new center for historically marginalized and underrepresented populations which will provide space for research, programming or just hanging out. Current occupants represent three diverse communities: LGBTQIA+, Women's Forum, and individuals with disabilities; each group has access to its own office and shared access to a board and meeting room with an occupancy of up to 75.	N/A	N/A	Three spaces in CEJI are unoccupied, allocation pending upon proposal approval.
Programs such as Powerful Connections (August 19-23, 2018), and the Multicultural Leadership Summit (March 1, 2019) are hosted by the Office of Multicultural Student Services to provide both leadership and mentorship opportunities for students.	75 new students completed the Powerful Connections Program. 75 students participated in a one-day leadership program.	Participating students completed evaluation instruments which used the Likert scale as its basis for satisfaction.	Multicultural Leadership Summit will be expanded to include four county school systems.
Athletic Training staff attend recruiting events at HBCUs.	Twelve students in the MSAT program are from traditionally underrepresented groups.	N/A	N/A
SU posts all available positions on diversejobs.net to promote and recruit traditionally underrepresented faculty and staff. Ongoing use of Reflective Review Strategy to assess progress in the diversity profiles of the applicant pool, finalist pool, and new hires.	Disclosed source(s) of recruitment during the search and selection process. Diversity metrics of the applicant pool, finalist pool, and new hires.	Increased number of diverse applicants interested in available position vacancies. Approximately 31% of Staff Hires and 25% of New Faculty Hires were from traditionally underrepresented groups.	Identification of opportunities for improvement in generating interest and expanding the applicant pool of diverse applicants. Continued focus and emphasis on attracting, hiring and retaining diverse applicants, faculty, and staff.

In the Fulton School, minority headcount in 2018-2019 increased by 20 over the previous year. Recruiting strategy is to promote liberal education not by targeting specific minority groups but combating misinformation that promotes "practical" professionally-oriented degrees over "impractical" liberal arts degrees. Nonprofit leadership certification co-curricular program illuminates work in the social justice fields. Participation in Powerful Connections programming in late summer.	No measures to test the specific impact of this messaging. Enrollment data, with the caveat that correlation is not causation, shows increase overall. Participation - launched in 2017-2018 with two students completing the program.	Overall number of Fulton School majors up 3.6% over last year. 100 students in the undergraduate pipeline now; graduate pathway in development.	N/A
The Office of Admissions offers a Counselor Visitation 2-day program every April. Invites high school and community college counselors to visit the campus over a 2-day period to learn more about SU.	Four counselors so far attending from CollegeBound Foundation, which serves underrepresented high school students in the Baltimore, MD, and DC areas.	Will measure this through next year's admissions funnel to see if these counselors have sent any applicants.	N/A
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 an application, test scores, and transcript.	For the reporting period, SU met with 21 schools. From these events, out of 406 students, so far 120 students have committed to SU – they have until May 1st to pay their deposit.	Students interviewed increased by approximately 50 students. Students from these groups are tracked by tagging them in CRM and following them through the admissions funnel. Had a very successful on-campus event for this group this year and will continue that in future years.	Continue to expand the program to new schools particularly NJ.
The Office of Admissions focuses on admissions visits/fairs within territories with a high percentage of historically underrepresented and marginalized students. Collaboration with SU's Office of Marketing and Public Relations to advertise in diverse high school and community college student newspapers, outdoors, and in college fair guides in the Washington and Baltimore metro regions.	So far this season, 464 additional diverse students have been admitted and have 103 more deposits date to date (May 1st deadline to deposit.) The Office of Marketing and PR also tracks the reach of placements when possible.	Final results available after May 1st.	Improve tracking of individual recruiting events.
The Office of Admissions offers a multicultural Alliance Reception during Admitted Students Day to welcome prospective students of multicultural backgrounds and their families to Salisbury University, and introduce them to the programs and services offered by the Office of Multicultural Student Services.	SU had a large number of RSVPs with 19 students and 52 in total attending the reception.	Will not be able to track until after May 1st.	Improve communication to encourage students to attend this event or make it a special interest session instead, which is earlier in the day.
The Office of Admissions hosts many diverse student groups for an information session and a tour of campus.	For the reporting period, SU brought 62 diverse groups to campus, totaling approximately 2200 students.	SU saw an increase of 21 more groups and 680 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.
Active participation of SU administrators in the USM Promise AGEP (Alliance for Graduate Education and the Professoriate), a USM effort which increases the participation of underrepresented groups in STEM programs and facilitates pathways to academic careers.	Involvement in USM Promise AGEP activities.	Hiring one teaching post-doc from USM Promise AGEP 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 AGEP faculty to SU. Work to convert current post-doc into a tenure-track position.
A grant was awarded for the application by CHEM faculty for Project SEED from the American Chemical Society, which provides funding for fellowships from underrepresented minorities to participate in a summer research program at SU.	Recruitment of 2 URM students for Summer 2019.	None yet – TBD.	Track whether or not participants become college students that major in the sciences.

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) project in the Department of Mathematics, which involves workshops, tours of campus, campus engagement.	Number of URM high school students.	Approximately 30-40 URM students participate each year.	Tracking of student success longitudinally.
The Henson School Dean supported and funded the launch of an informal Society of Black Scientists by a group of enterprising SU students.	Retention of URM students, before and after the launch.	TBD.	Need to formalize the group, see student activity recognition.
Nearly every theory and clinical course in the undergraduate Nursing curriculum contains one or more course objectives related to cultural sensitivity, cultural competency, health literacy, and health disparities. The doctoral program also contains many illustrations of cultural competency.	Successful completion of BS, MS, and DNP programs by our students (and pass rates on certifications exams.) Participation in international education. Successful accreditation of programs. MHEC funding for Nurse Educator. Expansion programs (ES-FAMI and WS-FAMI) that target minority and male RNs for development as clinical faculty.	98.8% first-time NCLEX pass rates, the highest for any baccalaureate institution in Maryland. 2 students went to Nicaragua with local physicians to provide healthcare services to those that otherwise would not have access. The baccalaureate, master's, and DNP programs at Salisbury University are accredited by the Commission on Collegiate Nursing Education.	Continue ongoing monitoring and revising the curriculum as appropriate.
Housing and Residence Life (HRL) made efforts to ensure that staff is representative of the student population.	Measure numbers of diverse HRL staff from year to year.	Out of HRL building director staff, 7 of 12 staff are from underrepresented groups (58%). From a total RA staff of 61, 23 were from an underrepresented group (37.7%.)	Continue to aggressively market positions to underrepresented populations.
University Dining Services (UDS) made efforts to engage Muslim students, faculty, and staff by working with suppliers to purchase only Halal whole cut chicken and boneless chicken breasts; purchase Halal ingredients and RTE meals with a separate key-access refrigerator. Allergen, gluten-free & vegan/vegetarian offerings are indicated via the website, corresponding marking are included in the RFP requirements of the new Food Production System.	Increased meal participation numbers.	N/A	Plans are in place to transform the Bistro menu for Fall 2019 to feature GF & Vegan offerings exclusively which will provide a secure destination for those students who have those restrictions or preferences.
The UDS Director, in collaboration with the Admissions Office, maintains an updated script for tour guides to promote the dining services program and provide information about the diverse offerings and ability to accommodate all dietary needs and preferences. The Director meets each semester with the Admissions Department to review program changes and highlight the provisions for different cultures and self-identified dietary commitments.	N/A	Dining Management has intercepted and relayed information to tour groups at all 5 Open Houses thus far.	Explore, acquire, and communicate foods/items that appeal to the underrepresented populations.

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: • 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 the 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 President's Office has expanded partnerships with the Wicomico County NAACP. The President has directed the Deputy Chief of Staff through the Office of Government and Community Relations to reach out to underrepresented communities throughout the City of Salisbury, Wicomico County Public Schools, and various community organizations.	N/A	N/A	N/A
The Center for Extended and Lifelong Learning has a sustained focus on: - P2P Women's Leadership learning circle (P2P = Peer to Peer) - P2P-M millennial women's leadership group - Outreach to the senior citizen community of the Eastern Shore - Collaboration with AARP Maryland and the Alzheimer's Association.	20 participants, professional women, each month, both on and off campus. 12 women in a six-month cohort. Daily contact with the community through educational programming. Educational events.	N/A	Continue to expand reach in all programs through various inbound marketing initiatives.
The Cultural Diversity and Inclusion Consortium Committee continued to assist campus leadership in weaving the diversity strategy by providing advice, monitoring the campus climate as it relates to diversity, inclusion, and equity, advocating for diversity and inclusion. Helped develop guidelines for allocation of spaces in the Center for Equity, Justice, and Inclusion.	The number of meetings. Recommendations made to Executive Staff and University President.	Seven meetings from Fall 2018 to date.	Continue to encourage members of shared governance and student groups to engage in the Committee.
SU hosted the "Introduction to Systemic Racism" workshop, the result of a partnership between the CHHS/Seidel Diversity Group and the OIE, funded through the OIE's mini-grant program. Participants were introduced to the concept of racism as a systemic and structural problem in order to help stakeholders understand how it shapes individual attitudes, impacts institutional norms and the ability to serve all constituents appropriately, as well as the difficulty for traditionally underserved minority groups to access and receive services in a culturally sensitive fashion. The goal was to help SU identify tangible steps racial and equity justice at SU. 85 members of the campus community registered for the event (13 students, 21 faculty members, 51 staff members.)	N/A	N/A	Continue to offer support to the Ad-Hoc Committees that were formed after the workshop was concluded to keep the conversation and identify and implement tangible actions.

SU Libraries provided an online resource guide for teaching about diversity and inclusion. SU Libraries provided cultural training programs for library staff. SU Libraries added collections related to diverse populations to support curricular initiatives. SU Libraries co-curricular programming.	Number of views of the guide. Number of training programs. New materials added. The number of events/exhibits.	A SU librarian worked with a Faculty Learning Community to create a library guide, "Diversity and Inclusion Resources for Curricula" https://libraryguides.salisbury.edu/DIRC Required all library staff to take a course on inclusion in the workplace. Offered training (well-attended) on dealing with the homeless and mentally ill populations. Encouraged individual staff to take webinars and online courses related to diversity by not counting cost against their individual professional development allocations. Acquired the digital archive of the Baltimore Afro-American newspaper. More than doubled the size of the Spanish Poetry Book Collection Added special collections material for Asia (20 Japanese lithograph prints from the 1940s; 90 propaganda pieces from India during World War II.) Liaisons spent 10% of departmental book budgets on diversity-related books or DVDs. Panels, book displays, and social media promotion for observance months and holidays. Hosted the traveling AIDS Memorial Quilt for a month and offered a series of related events, including an opening reception, two film screenings, a student-organized drag show, and a panel discussion with a guest speaker. Sponsored a film and panel discussion on Black English and an African-American poetry read-in. Sponsored a workshop on African-American "documentary quilts." Co-sponsored three lectures on African-American history.	Continue to update. Continue to offer several programs each year. Continue to acquire, as budget permits. Continue to offer as staffing and budget allow.

The Fulton School has been promoting coursework and supporting faculty, students, and staff to foster positive cultural awareness through a plethora of programming, training, and facilitated discussions, with a focus on: - Diverse community - LGBTQIA+ issues - Historically marginalized groups: African Americans. Latinx, women - Cultural identity - Masculinity, Disability & Race - Confronting Inequality/Achieving Sustainability - Cultural events (Hispanic Heritage Month, International Francophonie Month, the monthly Chinese tea house)	16 events were provided 12 topics were presented 13 lectures were held on campus 6 films open to the community 5 community grants awarded through the Fulton Public Humanities network	16 trainings held at SU reaching 510 people. Approx. 150 attended the Anti-Semitism vigil in November 2018, with 100 at the panel discussion.	N/A
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. A new training series consisting of six workshops were introduced in Fall 2018 geared towards increasing cultural competency for supervisors, department chairs, managers, directors and above. The workshops have been offered in a general format, as well as tailored based on the request from specific departments.	The number of training sessions, number of topics covered, frequency of training sessions.	52 trainings offered since the Fall 2018 semester to date.	Continue to increase exposure for OIE events to increase participation from the campus community. Continue to identify new relevant areas of cultural competency and develop corresponding trainings.
The OIE awarded funding to initiatives that support the goals of recruiting and retaining a diverse group of students, faculty and staff, as well as developing mechanisms to support inclusiveness, engagement, and success among SU campus community members. Grant proposals can be submitted by students, staff, and faculty.	The number of grant proposals submitted over the course of a fiscal year.	11 mini-grants approved totaling over $16,000 worth of support.	Continue to advertise the program to the campus community. Encourage campus community members and groups to submit proposals.

The Office of Multicultural Services has initiated and supported a variety of programs to advance cultural diversity: - Representation Matters - Screening of "Pariah" - Raise our Voices around Intimate Partner Violence - Enlightened Perspective Lecture Series "Code Switching" - Multicultural Alliance Mixer - "The Green Book" - LGBTQIA Awareness Week - Enlightened Perspective Lecture Series "What Can I call You?" - Multicultural Festival - Senior Banquet	All participants were surveyed at all events.	Each program had expected attendance levels which met the goals of the department and planning committees. Positive responses were consistent for all programs and activities.	Topics related to cultural awareness will consistently be offered across campus on a continuous basis.
The Community Health Department committed to increase exposure to cultural diversity and competency through: - Inclusion of LGBTQ panel/guest speakers in coursework (students get to interface with sexual minorities.) - Inclusion of global seminar and study abroad internships. - Project KISS - students get to work with peers from UMES. - Faculty and students engage in various workshops offered by OIE (e.g. Safe Space, Sexual Violence Prevention, Working with Pregnant Students.) - Requirements to adopt health promotion materials to diverse audiences present in five health courses. - Requirements to address health disparities that are linked to underrepresented groups present in seven health courses. - Students complete a cultural competency assessment. - Students have clinical and observation experiences with patients from a variety of populations; outcomes related to cultural competency are addressed throughout the curriculum, emphasizing the interaction of sociocultural issues and healthcare.	By way of graded assignments integrated into the course, evaluation by faculty leading the project/grant reports, an annual review of faculty dossiers & discussions with students.	Feedback from students and instructors, student grades/accreditation self-study reports, data collected as part of grant progress reports and annual review letters by faculty committees, administrators, discussions with students.	Plans to offer an extra-curricular field trip to national advocacy day in Washington DC in October to supplement in-class work. Faculty in the program are continuously reviewing and assessing viable cultural competency instruments.
The Fellowships Office (SNCFO) is reaching out to a diverse group of students to apply for fellowships. SNCFO is planning a diversity orientation for students going abroad. The SNCFO House allows great student interaction. Presentations highlight diversity and challenging traditional ideas of who should apply for Fellowships (development workshops.) Working with many diverse groups on campus and keeping SNCFO independent to attract and welcome students from across campus.	A number of students from diverse groups who apply for fellowships. Referrals and office visits from departments across campus. Responses to presentations. Use of House and student stories of interactions.	Primary this year: Applicants and winners who self-identified include: 22 students of racial/ethnic diversity, 6 students 1st gen, 6 students Pell Grant, 4 students non-traditional age, 5 students community college transfer, 3 LGBTQ+, 5 students tied to the military, 2 students with disabilities. Good presentations on Faculty Development Day and general presentation to highlight diverse students applying. Stories of students from different viewpoints becoming close through the use of the house, including political diversity (active Republicans interacting well with progressive Liberals/Democrats.)	Reach out to more organizations on campus – try to build relations with TRIO, the OIE. Continue reaching out to students from different backgrounds. Target Community College transfers.

The Social Work department provided various opportunities for students and faculty to have cross-cultural experiences and exposure to diverse perspectives by: - Offering coursework on privilege and oppression. - Field trip to the Harriet Tubman Museum and the Anti-Human Trafficking Task Force Exhibit. - Bringing a guest speaker to educate students on refugee experiences. - Sponsoring the Social Justice LLC to provide incoming freshmen to learn and advocate for marginalized and oppressed populations. - Conducting OIE grant-funded Brown Bag Lunch and Learn workshops (3) focused on helping SOWK faculty and staff develop pedagogical strategies related to diversity and inclusion. A joint effort with the Nursing Department led to the development of a global health seminar which includes a study abroad trip to Ecuador focused on increased understanding of social, political, and cultural issues impacting global health.	A faculty-driven study that measures the impact of course on student learning and insight. Graded assignments integrated into the course. Course-based discussion and reflection assignment. Graded discussion and reflection assignment. In-class discussion and reflection. Graded discussion and reflection.	Study data from last 2 years on over. Analysis of assignment grades. Verbal feedback from students related to their experiences and the impact on their learning; student grades. Verbal feedback on faculty about each of the 3 Brown Bags (attendance was between 12 to 20 at each event) where they identify how they plan to utilize the content in their teaching Feedback from students and student grades.	An analysis is ongoing. Helping adjuncts to appropriately address content; inclusion of this type of content in the specialization (MSW) curriculum. Development of non-faculty (i.e. adjunct) training sessions in these areas that can be streamed or provided in the evenings. Need to look at using non-SU trainers/speakers for Brown Bags to provide more intensive training (e.g. CRTL at BCC.)
Housing and Residence Life (HRL) staff (both professional staff and RA staff) received training on topics of diversity and inclusion. As a part of the residential program model, RAs are required to do programs related to cultural awareness. Staff committees focused on programming for specific areas related to cultural awareness (Pride Week, Hunger Games, Tunnel of Oppression) New Committee for next year is a Diversity Committee. HRL markets and supports cultural programs that other departments are doing through our residential program model by requiring RAs to bring residents to programs put on by campus partners.	HRL produces reports to ensure that the RAs are continuing to do programs focused on cultural awareness, as well as bringing residents to university-wide programs.	All HRL staff have gone through Safe Space training. All staff has participated in diversity training facilitated through the Office of Institutional Equity (OIE).	HRL can continue to look for new and emerging topics in the area of cultural awareness to train their staff. HRL will address any issues that may come up in the residence halls through targeted programming. Change the timing for Tunnel of Oppression to have a larger impact on a larger number of students.
The Seidel School has supported and promoted faculty leadership and participation in Diversity Interest Group, which is devoted to understanding and promoting conversation and improved action around topics associated with diversity and inclusion.	Faculty participation in Diversity Interest Group activities.	Host monthly meetings to discuss diversity-related issues and plan programming to facilitate positive interaction and cultural awareness. Book discussion groups on topics related to social justice and diversity. Letters to President and Provost search committees. Campaigns to support local Muslim and LGBTQ+ communities. Representation at University-wide strategic planning sessions.	Communication about activities and events. Enhance SU's cultural climate, building empathy, compassion, and cultural awareness of differences among students, faculty, and staff on campus. Encourage participation from a variety of members of the college and school communities and to enhance openings for learning by providing out-of-the-classroom opportunities for students, faculty, and staff to engage in critical conversations together.

The Seidel School launched and supported various initiatives for students and faculty to increase cross-cultural experiences and exposure to diverse perspectives: - Center for Civic Reflection which promotes civic reflection discussions that, by their nature, elicit positive interactions among diverse groups. - Children's and Young Adult Literature Festival, its mission is to promote diverse children's and YA authors and illustrators, bring them to campus, and support the work that they do to tell stories outside the dominant narratives and perspectives. - SU's Teaching and Learning Conference – two Seidel faculty presented on a panel about gender inclusivity in college classrooms. - Social Justice, Equity, and Teaching Transformation (SETT-SU) Faculty Learning Community focused on increasing awareness and sensitivity about diversity and marginalized students' perspectives and experiences on campus.	Faculty, staff, and student participation in civic reflection activities.	Attainment of the national Center for Civic Reflection at SU. Participation in the new student civic reflection activity. Hosting annual for SU and broader Salisbury region. Presentation of the Sonia Lynn Sadler Award for an upcoming diverse children's book illustrator. Shared practical steps faculty, staff, and students can engage in to create positive and inclusive classroom environments. Creation of a Library Guide on Diversity and Inclusion Resources for Curricula accessible by all faculty, staff, and students. Hosting a Diversity Student Roundtable. Sponsored a booth at the Multicultural Fair to promote positive messaging around diversity and inclusivity.	Communication about activities and events. Participation by faculty and staff. Communication about activities and events.
The Center for International Education (CIE) supported the creation of Global Village housing community for AY 2019-20 designed to intentionally bring together international students and American students interested in living in an environment that provides international content through programming.	Creation of community. Enrollment of students in the resident community.	30 international students resided in the Global Village during Fall 2018 semester. 25 international students resided in Global Village during Spring 2019 semester.	The general lease on the property was not signed until March 2019; AY 2019-20 greater promotions and marketing of community to American students.
The Center fot International Education promoted strengthening of faculty-led study abroad as high impact practice.	Offering ongoing faculty development opportunities to involve more faculty members and improve the capacity of faculty members engaged in the activity.	Three distinct workshops for faculty on leading "Global Seminars" offered during July and August 2018 and April 2019. Creation of new publication and adoption of new IT commercial software program to better support the administration and execution of faculty-led programs. Funding of three separate travel grants for faculty to create new programs.	There is still more demand from faculty interested in this activity; ongoing support and faculty-development for as many faculty members as possible is critical.
The Public Relations Office 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. More than 85 diversity-related topics were spotlighted in the past year. The PR Office promoted cultural events in print and digital media that expose the campus and community to diverse experiences and performers.	PR tracks media placements (including those that are diversity-related) appearing in local, regional and national media, when possible.	N/A	These efforts will continue.
The Office of Marketing placed ads showcased African American History Month activities in *Maryland African American Pride* and the *Salisbury Star*. It also was an interview topic on *SU on the Air*. Women's History Month activities also were featured in several press releases.	PR tracks media placements (including those that are diversity-related) appearing in local, regional and national media, when possible.	N/A	These efforts will continue.

University Dining Services' (UDS) partnership with the Cultural Event series provides exposure and opportunity to engage. Our menus include more ethnic and culturally specific offerings daily and featured in the Festival of Foods calendar of events. Campus Dietitian and Executive Chef participated in Nutrition Awareness events & Wellness programs to disseminate information on the dining program. They are continually accessible to engage with students and provide support for their particular dietary regimen.	Increase in meal attendance at events.	Not quantified by event. Overall counts at Festival events have increased >500 attendees. The Soul Food dinner attracted close to 800 community participants. Seven students from UMES have interned with Campus Dietitian so far this year.	Continually provide programming to appeal to the diversity of the campus community.
The Office of Sponsored Programs (Graduate Studies and Research) – have partnered with faculty and staff to help secure various awards/grants, including: - a project to assist underserved, low-income, first-generation, and students with disabilities to increase academic success and increase graduation rates. - a project that explores emerging paradigms in parallel computing successful in recruiting traditionally underrepresented students. - a program that provides training sessions, one of the objectives being to help minorities participate in the free enterprise system through government procurement classes offered at SU. - A program to bring philosophy to underserved area high school students.	6 federal awards 6 state awards 3 local/non-profit/corporate awards	While some programs/awards are new, others have been renewed (i.e. NSF Grant – Research Experience for Undergraduates), an indicator of success.	Continue to offer high-quality assistance to ensure high-quality research administration, responsible stewardship of funds, and sound policies and management of external funds.

Section II: Institutional Plan:

I. The implementation strategy and the timeline for meeting the specified goals will align with and supplement the institution's new Strategic Plan (2020-2025) which will be presented to the campus community within nine months to a year. While certain adjustments are foreseeable given the fact that the new Strategic Plan is currently in the works, Salisbury University remains committed to the following diversity and Inclusion (D&I) intermediate and long-term goals and reserves the right to refine and adjust them, as needed.

- Ensure that all students, staff, and faculty feel a sense of belongingness to the University by actualizing best practices around D&I.

- 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 D&I.

- Provide more opportunities for mentorship and growth for historically marginalized and underrepresented faculty and staff.

- Develop the cultural competency of faculty and staff 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 marginalized and 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 and underrepresented 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 reaffirms its commitment to promote and support cultural D&I among its various stakeholders through a multi-pronged approach. Endeavoring to enhance recruitment efforts for historically marginalized and underrepresented students, staff, and faculty members remains at the fore of our efforts, paralleled by a commitment to provide adequate onboarding training/student orientation vis-à-vis D&I issues for all campus community members. On campus, many offices, academic units, faculty, staff, students, and student organizations will continue to 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, as new areas of potential collaborations are identified.

These important objectives are accomplished through programs and initiatives, enhanced curricula and course content, which individually and collectively aim to reflect more accurately the entirety and the diversity of the human experience. Moreover, a visible focus persists on the creation and maintenance of networks, clubs, as well as affinity and resource groups that serve historically underrepresented identities, on facilitating workshops and discussions around D&I topics and issues, and securing support for the D&I Consortium Committee through the shared governance model.

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

We will continue to consolidate and intensify previous efforts, while reserving the option to supplement the current plan with additional goals when appropriate. We will also create new initiatives and update existing ones, aimed at building cultural competency, enhancing equity, and increasing feeling of belongingness on campus. In particular, we will further develop the Office of Institutional Equity (OIE)'s year-long diversity curriculum which guides presentations and discussion around topics such as race, sexual orientation, gender identity, triggers, etc. The OIE will engage in 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 multiple stakeholders, while addressing D&I issues in the most institutionally holistic way possible. A new series of OIE instructor-led trainings geared towards increasing the cultural competence of supervisors has elicited a positive response from participants and will be offered again in the upcoming year.

With the newly inaugurated (Fall 2018) Center for Equity, Justice and Inclusion currently featuring three identity-based centers serving historically underrepresented and marginalized identities, the focus shifts to allocating the other two remaining spaces so that the entirety of the Center can be utilized at maximum capacity. Throughout the year, we hope to further increase the

exposure of the Center by developing resources, programs, and opportunities, while maintaining a close collaboration with Graduate Assistantships for Women, Latinx, and LGBTQ+ folks, as well as other current staff and faculty into its everyday operations.

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, many challenges remain, 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 and marginalized groups, throughout the years, multiple cultural D&I initiatives have been launched with various degrees of success.

Pursuant to the strategic goal as established by the University System of Maryland, Salisbury University will further develop the 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 cannot be the result of wishful thinking, but rather the result of recognizing and adopting best practices as part of the standard operating procedures for recruitment at SU. Equally important, the onboarding process for faculty members from under-represented groups will be further refined, as it is deemed vital to SU's institutional success.

SU's mission statement currently identifies six core values: "excellence, student centeredness, learning, community, civic engagement, and diversity," which could potentially be updated or enhanced as a result of formulating the new Strategic Plan (2020-2025) within the next months. Moreover, the new President (who was just inaugurated on April 10, 2019) has recently shared with the campus community four goals, namely: "affordability, inclusion, stewardship, and community," which will help guide institutional approaches and vision. SU's previous Strategic Plan (2014-2018) defined growing diversity among students, faculty, and staff as a crucial aspect to SU's mission, a value the institution has fully embraced. From all indications, increasing the diversity of students, faculty, and staff is paramount to "Fostering Community," which will undoubtedly remain one of SU's goals.

The two basic premises to guide the enhancement to our efforts recruiting and retaining traditionally underrepresented and marginalized 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 maintain 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 still needs to conduct a comprehensive examination of its hiring practices and specifically its hiring committees. The institution has conducted a careful review to 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. The OIE instructor-led supervisory training series can provide an additional tool for department chairs and deans, to help with retention efforts by increasing cultural competence. To that end, the OIE will continue to lead campus efforts to manage D&I, as well as all aspects of the Fair Practices and anti-discrimination law compliance.

IV. A process for reporting campus-based hate crimes

In addition to the long-established process for reporting hate-based crimes, we currently have a "Report a Concern" button hosted on the OIE webpage on the SU website. The information is currently recorded in our cloud-based platform intervention management system. All submissions will be reviewed by the appropriate SU administrators who will determine the adequate way to address each incident. We will also continue to 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 and marginalized.
- Additional full-time, permanent positions to support targeted D&I effort.

To date, Salisbury University has secured the following awards to advance programs and initiatives geared towards increasing and supporting diversity:

1. **US Dept. of Education – TRIO-Achieve SSS** – Project to assist underserved, low-income, first-generation, and students with disabilities to increase academic success and increase graduation rates.
2. **NSF Grant – Research Experiences for Undergraduates (REU) –** The EXERCISE REU program was awarded a 3-year renewal for 2018-2021. EXERCISE REU is an interdisciplinary project that explores emerging paradigms in parallel computing. The project, led by a female minority faculty, has been successful in recruiting underrepresented students and aims to attract more students including those from local HBCUs in the next 3-year phase.
3. **NSF Grant – AGEP Promise Alliance** – Secured further funding for SU's involvement in the AGEP (Alliance for Graduate Education and the Professoriate), a USM effort to increase faculty diversity.
4. **NSF Grant – NOYCE Scholarship Program** – A $1.2 million federal program for increasing the number of dual science/match and secondary education students, to address a teacher shortage of secondary teachers with bachelor's degrees in their field of study. Program will provide funds for tuition and fees that would allow otherwise unfunded students to continue in their study
5. **NEH Grant – Humanities Common Heritage Program** – Funds for the Nabb Center to create a chronicle and digital archive of historical baseball leagues throughout the Eastern Shore.
6. **USIEF Grant** - Part of the US-India Educational Foundation's 21st Century Knowledge Initiative, which will promote civic engagement among the faculty, students, and community, and use multi-media tools to create interactive documentary films.

STATE AWARDS
7. **Corporation for National Service – AmeriCorps –** Having served the Eastern Shore of Maryland for 20 years, Salisbury University's ShoreCorps/PALS**,** a state program funded in part by the Governor's Office on Service and Volunteerism. ShoreCorps/PALS members meet critical needs in the communities by working with children and youth, as well as increasing the capacity of the service sites. Each year, PALS members serve over 14,000 youth and leveraged over 1,300 volunteers in their communities.
8. **The Social Work Department Title IV-E program** through the Maryland Department of Human Resources provides scholarships to underserved social work students annually. The Title IV-E program has assisted SU students for over ten years and the students agree to participate in child welfare training events and ultimately seek employment in Maryland's public child welfare programs upon graduation.

9. **Community Health Program – Keep It Safe Sexually –** a program funded by the Maryland Department of Health to broaden the number of students who are aware of safe sexual practices and know their HIV status. In partnership with UMES, this program is led by minority female faculty.
10. **Small Business Development Center (SBDC) –** SBDC Eastern Region receives Maryland State and SBA funding through the University of Maryland College Park SBDC in an effort to assist small business on the Eastern Shore of Maryland. The SBDC program provides many training sessions and one of their additional objectives is to work to help minorities participate in the free enterprise system through government procurement classes offered at SU and Chesapeake. They co-sponsor training classes in an effort to improve minority clients' success and work with the Maryland Capital Enterprises who provides micro loans to a predominately minority clientele.
11. **The Social Work Department** received funds for Early Childhood Mental Health Consultation (ECMH) and mental health programming in schools from the Maryland State Department of Education for their Early Intervention program.
12. **Lower Shore Childcare Resource Center** received funds from the Maryland State Department of Education for scholarships for child-care providers perusing a bachelor's in early childhood education. These funds are designed to ensure that child-care providers otherwise unable to attend college are able to receive a degree.

LOCAL/NON-PROFIT/CORPORATION/OTHER AWARDS
13. **Whiting Foundation – Philosophy Fellowship** awarded for a program to bring philosophy to underserved area high school students, to spark a lifelong interest in philosophy.
14. **Office of Cultural Affairs** received partial funding from Mid-Atlantic Arts Foundation for "The Crossing," "Rene Marie: An Experiment in Truth," Bridgman Packer Dance," and "La Patronal;" and from the Salisbury Wicomico Arts Council for the Tibetan Monk Residency and Mandala Creation, bringing experiences from diverse cultures to students.
15. **Community Foundation of the Eastern Shore –** funds for Delmarva Public Radio to broadcast live the 2019 National Folk Festival.

TOWSON UNIVERSITY

2018-2019 Institutional Programs of Cultural Diversity Annual Progress Report
Towson University
April 17, 2019

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SUMMARY STATEMENT:
President Kim Schatzel has made a commitment to create a more diverse and inclusive campus which will be achieved through senior leadership and strategic vision for design, promotion, and delivery of best practices in developing inclusive excellence across the campus. This commitment to diversity and inclusivity grounded in respect, hopes to enrich the experiences of our student's faculty and staff. Along with supporting a positive workplace, promote excellence and cultivate the intellectual and personal growth of the entire university community.

> *"Towson University has a commitment to academic excellence, support for faculty research, research opportunities for students and engagement in the surrounding community." (President, Kim Schatzel)*

Creating a more diverse and inclusive campus is one of eight presidential priorities that are linked to and aligned with Towson University's strategic plan. The university produces a Diversity Initiatives Progress Report
https://www.towson.edu/inclusionequity/diversity/diversity-progress.html along with goals for the upcoming year. The Progress Report summarizes goals established in 2015.
This summary statement highlights TU's accomplishments for the 2018-2019 academic year, along with proposed goals for the upcoming academic year.

1. **Increasing the tenured and tenured-track underrepresented faculty and retaining them by 10 percent**

Hiring

- Continue to review and seek effective institutional outreach resources. Revisions to hiring procedures, search committee trainings and onboarding processes. Dedicating resources to marketing tools for recruitment of underrepresented faculty and staff of color. Providing ongoing support for tenure track faculty
- The Office of the Provost has hired an asst. vice provost for Diversity & Inclusion who will work to identify areas of growth related to faculty searches, hiring, onboarding and retention. Close collaborations with faculty and other administrators across the institution will assist in the development of training, education and new initiatives to increase underrepresented faculty.

Retention

- Diversity initiatives and resources are shared during initial onboarding meetings for faculty. Diversity programs for faculty include, Diversity Faculty Fellows Program, Intergroup Dialogue, Multiculturalism in Action and the National Center for Faculty Development and Diversity (NDFDD) for the upcoming year. Re-develop faculty exit interview processes to increase reporting options and response rates for use in future programming

Evaluation
- Institutional reports will determine the success at the end of the year.
- Exit interviews will assist with changes in processes and support for tenure and tenure track faculty.

Challenges
- The national challenge of identifying and hiring underrepresented individuals in select academic areas. Financial concerns for providing competitive salaries across the national landscape.

2. **To ensure that every college or department has one meeting per semester dedicated to cultural competency**.
- Each College has a Diversity Action Committee committed to developing and providing annual training and education fall and spring.
- The University has developed two positions focused on educational models and opportunities for cultural competency training.
- The University now has a position that focuses on providing education and training for the institution.
- An institutional focus to provide education and training began in fall of 2018 offering workshops for the university community on a variety of topic related to cultural competency, ally ship and implicit bias.
- Programming for all student organizations focusing on cultural competency began last year
- Revised New Student Orientation that focuses on inclusion, cultural competency and becoming an ally.

Evaluation
- We are currently intentionally devising methods to collect information on trainings and educational opportunities across campus.
- Utilizing evaluation methods, on-line and in person to determine continued needs of the institution.

Challenges
- Meeting the needs of a large constituency with varying needs and levels of understanding.

3. **To continue to provide enforcement of university policies on non-discrimination and hate/bias**
- The Office of Inclusion and Institutional Equity has worked collaboratively with partners across the campus to respond to and address complaints and reports related to hate/bias.
- Programs focused on ending bias are provided regularly to new employees
- SGA has continuous programming that began in 2016 using the campaign slogan #NotAtTU.

Evaluation
- Number of complaints per year
- Request for workshops and along with written and oral feedback

Challenges
- Helping student navigate the changing landscape, external politics and their understanding of free speech and the universities ability to address bias vs hate.

4. **To develop a five-year diversity strategic plan for Towson University**
   The vice president for Inclusion and Institutional Equity will lead the University in developing a five-year strategic plan to substantially increase diversity in all areas, to promote a campus climate that is fully inclusive, and to ensure that effective systems are in place to create a more equitable TU. The task force will focus on four key areas:
   - *What is the climate on campus related to diversity and inclusion and how is it experienced by individuals and members of the community?*
   - *What is needed to recruit and retain a more diverse faculty, staff, senior administration and student body?*
   - *What measures can be taken to productively provide education as well as prevent insensitivity and discrimination?*
   - *How do we further promote a Model of Excellence for Campus Diversity and Inclusion?*

   Evaluation
   - The plan will develop actionable measurable goals for the University
   - The committee will meet yearly to determine progress, need for updates or changes

Challenges
- Ensuring sufficient participation in the campus-wide feedback process (focus groups, interviews, survey completion)

Institutional Progress and Changes
Towson University has begun to change and grow in the last decade. The challenges associated with new leadership, changing demographics, external changes in political ideologies that affect the nation as well as our campuses have created the express need to support all the constituents on our campus in a thoughtful and intentional manner.

With the development of the Office of Inclusion and Institutional Equity and the support of Towson's newest President, the institution has begun to create a new inclusive and equitable climate on campus. This has required new programs, policies, structures, and processes that are not just revised but also implemented. This type of systemic change takes time, resources and methods of trust building. In the next few years with the development of positions, policies, programs and initiatives the University will begin to meet its challenge to become a more inclusive and equitable TU.

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

Timeline for meeting goal within the diversity plan:

Campus-wide and program-specific recruitment and retention efforts	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
Office of Inclusion and Institutional Equity			
Affinity Groups OIIE supports six faculty/staff groups designed to foster community building, networking, mentoring, and other professional development opportunities for underrepresented populations. • *Asian Faculty & Staff Association* • *Black Faculty & Staff Association* • *Jewish Faculty & Staff Association* • *Latinx Faculty & Staff Association* • *LGBTQ+ Faculty & Staff Association*	• Participation rates • Self-reported satisfaction with involvement in an affinity group • Evaluation of programs offered by affinity groups	• Each affinity group hosts 4-5 meetings per academic year. • Each affinity group hosts one or more main events for professional and/or personal growth	• Measurement of participation rates • More intentional assessment of affinity group involvement and satisfaction • Evaluating the impact on affinity group participation with retention, advancement, satisfaction

• *Women Faculty & Staff Association*			
Division of Student Affairs			
SAGE (Students Achieve Goals through Education) SAGE, a peer mentoring program housed in Student Success Programs in the Division of Student Affairs, fosters academic achievement and a sense of belonging primarily for entering first year, underrepresented students. A subset of SAGE students can apply to live together in a Residence Life Learning Community, known as **SAGE Community**. SAGE Community residents complete a 5-day pre-orientation program and receive specialized support throughout the year.	**SAGE Program** • Participation numbers • Demographic data on participants • Academic performance of SAGE students • Retention and completion rates	**SAGE Program:** • 395 students (92%) earned cumulative GPA of 2.0 or higher, 2017-2018 • 237 students (55%) earned cumulative GPA of 3.0 or higher, 2017-2018 • 99 students (23%) earned Dean's List honors, spring 2018 • 35 students (8%) earned cumulative GPA of 2.0 or lower, spring 2018 **SAGE students**: African-American, 64% Caucasian, 13% Asian American, 5% Latinx, 10% Native American, 6.5% **SAGE Community:** • 52 students (93%) earned cumulative GPA of 2.0 or higher, 2017-2018 • 28 students (50%) earned cumulative GPA of 3.0 or higher, 2017-2018	**SAGE Program** • Male student participation is a challenge. • SAGE Program staff notices a reduction in mentee participation during the spring semester. **SAGE Community** • SAGE community participants do experience personal conflicts with roommates and/or other community members. •Students voluntarily report grades to the SAGE Community director. A formal reporting process and early warning tool (Student Success Collaborative) will assist SAGE Community staff in assessing classroom performance.

		• 14 students (25%) earned Dean's List honors, spring 2018	
CROP (College Readiness Outreach Program) CROP is an initiative from Student Success Programs in and focuses upon increasing school attendance, academic achievement, and eventual college enrollment or an alternate career choice among ninth grade students attending designated Baltimore City Public High School through outreach and mentoring activities provided by Towson University students and staff. Current TU students serve as mentors and receive ongoing training.	• Student participation, retention levels • School participation levels	• CROP mentor participation has increased 112% this year • Carver High School cohort showed a 17% increase in cumulative GPA • Increase of CROP high school students admitted to TU, from 1 (2016-2017) to 8 (2017-2018)	Need to increase number of students Resource limitations inhibit growth of CROP to additional Baltimore City schools.
Division of Academic Affairs			
Faculty Search Process now includes: Faculty Search Committee Training Materials, national faculty diversity trends, debiasing materials, and revised interview resources.	• Faculty members who complete the training, tracked by search committee, department and college	New Assistant Provost for Diversity & Inclusion vacancy filled in 2019 7 training requests from committees 1 training request from a department	For FY20, continued implementation and offering of the Faculty Search Committee Training Catalogue, given the recent onboarding of the new Assistant Provost for Diversity & Inclusion

Diversity Faculty Fellows Program 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 strategies to enhance institutional practices.	Number of Fellows selected	10 Faculty Fellows were awarded in 2019.	
The Provost's annual **January Conference**. This year's theme, "New Beginnings: Ensuring the Academic Success of Transfer Students".	Conference attendance	204 registrants and 150+ attendees, 2019	
Hiring and onboarding of the Assistant Provost for Diversity & Inclusion. This position is responsible for recruiting, hiring, onboarding, and retention of diversity faculty and librarians of all ranks.	Position filled on January 9, 2019.	Assistant Provost's listening tour has included over 50 meetings with individuals, affinity groups, and College committees.	

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

Timeline for meeting goal within the diversity plan:

Efforts designed to create positive interactions and cultural awareness	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
Office of Inclusion and Institutional Equity			
Courageous Conversations: Creating an Equity Lens for TU A 1-day conference for faculty and staff focused on using and equity lens across the campus. External speakers as well as current faculty and staff provided education and instruction for the various breakout sessions.	• Conference attendance rates • Attendee feedback from conference evaluation surveys	Over 280 faculty and staff attended the all-day conference. Written/ digital evaluations were provided to participants. Multiple departments have requested continued training to improve teaching, advising and curricular changes.	Increase numbers of participants
LGBTQ + Ally Training: TU's Ally Training provides resources, tools and strategies for supporting LGBTQ+ communities. Ally Trainings are year-round and open to TU students, staff and faculty. .	• Training attendance rates • Attendee feedback from conference evaluation surveys	500 members of the TU community have received ally training in the past 6 months. The number of requests for trainings has increased.	Have determined the need for multiple levels of trainings dependent upon the audience. Determine a strategic model to disseminate across the campus. Increase numbers of recipients. Determine multiple methods of information dissemination
Discrimination and Implicit Bias Training. Faculty and staff training to understand bias, microaggressions and the impact upon all that we do at our institutions.	Evaluations Feedback Attendance	All members of the President's Cabinet have completed training. Multiple units across campus have received training.	

Cultural Competency Education and Training OIIE offers a menu of trainings available to faculty, staff and students on key diversity, inclusion, and equity topics.		The program request has increased. Now created train the trainer to facilitate demands.	
Inclusive Leadership Institute The ***President's Inclusive Leadership Institute*** is professional development program designed to provide the opportunity for selected staff to develop leadership skills through a diverse and inclusive lens, evaluate the success and impact of cross-institutional initiatives, and to help prepare for future leadership roles.	Surveys during and at the conclusion of the institute. Presentation of a group case, which explores diversity, inclusion, equity and/or social justice.	Surveys during and at the conclusion of the institute. Presentation of a group case, which explores diversity, inclusion, equity and/or social justice.	Increase the representation of men of color. Refine outreach plans for underrepresentation. Implement surveys for every session.
Division of Student Affairs			

Center for Student Diversity (CSD) provides advocacy and support for underrepresented and marginalized populations and creates welcoming, inclusive campus environments.	• Conference attendance rates
	• Attendee feedback from conference evaluation surveys
		Set It Off:
		    2000 students, fall 2018
		Retreat for Social Justice:
		    88 students (fall 2018),
		Diversity Speaker Series:
		    246 students, fall 2018
		    TBD, spring 2019
			• Providing consistent 1:1 advising support and follow up for the growing number of multicultural student organizations directly advised through the CSD.

Set It Off: orientation event connecting new students to campus resources
Retreat for Social Justice: 3-day student retreat
Diversity Speaker Series: once-a-semester public talk from a high-profile, public intellectual
Dr. Martin Luther King, Jr. Celebration
Cultural Competency Workshop Series: annual series of eight public trainings on variety of topics
Shut It Down: end-of-year community-building social program
		Dr. Martin Luther King, Jr. Celebration:
		    300 attendees, 2019
		
		Cultural Competency Workshop Series:
		    110 attendees through March 2019
		
		Shut It Down:
		    TBD, May 2019
			• CSD continues to struggle with lower visibility as a resource to students, staff, and faculty on campus.
			• The Assistant Director for Latinx Student Development and Diversity position continues to be vacant, leading to diminished capacity to provide programming and support for Latinx and undocumented students.
			• Supporting Asian, Pacific Islander, and Desi American Student Development Programs remains a challenge without a fulltime staff position dedicated to this population.

CEEP (Community Enrichment & Enhancement Partnership) award, managed by Student Success Programs, is designed to increase access and success of culturally diverse and traditionally under-represented undergraduate students. CEEP (pronounced KEEP) resources focus upon retaining students through exposure to academic	• Participation numbers • Demographic data on participants • Academic performance of CEEP scholars • Retention and completion rates	• 106 students (92%) earned cumulative GPA of 2.5 or higher, 2017-2018 • 32 students (15%) earned Dean's List honors, spring 2018 • 17 students (15%) graduated, spring 2018 CEEP scholars: African-American, 65%	• The goal is to increase male recipient participation to 40%. • Additional funding would provide financial support for CEEP eligible students not receiving CEEP aid.

		Caucasian, 3% Asian American, 9% Latinx, 18% Native American, 4% Biracial, 1%	
Division of Academic Affairs			
The College of Liberal Arts hosted the **International Film Festival** in April 2019. This year's theme, Indigenous Language from Africa and the Americas	Participation numbers	Continuous attention to the needs of inter	Increase participation thru intentional marketing
Voice of Baltimore: Life Under Segregation is a film created TU faculty Morna Mcdermott and Gary Homana and its premiere was held in Stephens Hall.	Participation numbers Scheduled showings outside TU		
The Cook Library hosted the annual **Human Library,** which challenges stereotypes through respectful conversations.			Determine next exhibit. Provide more support
COFAC Exhibition: Mastering Infinite Strength: Asia's Martial Arts. Korean, Japanese, and Chinese Martial Arts	Participation, volunteer, and attendance numbers	35 volunteer "human books" participated, fall 2018	

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.

Towson University (TU) utilizes an online incident report 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 (and record the category of prejudice) 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).

Confidential and anonymous reports are accepted. While second hand reports are inherently unreliable and are difficult to verify, such reports are also accepted.

Certain individuals, specifically pastoral and professional counselors, are exempt 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

Towson University: Diversity Initiatives Progress Report (attached)

Diversity Initiatives Progress Report

In November 2015, a group of students and administrators agreed that the university would work toward the following 12 goals, many of which were already aligned with the university's strategic goals for diversity and inclusion. Here, you can track the university's progress.

1. Increasing the tenured and tenure-track black faculty and retaining them by 10 percent by 2018.

Status: ON TRACK

HIRING

We have 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 place 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.
We are developing dedicating 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. We have 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.

We have 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.

We are 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.

We are 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

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 Office of Inclusion and Institutional Equity now has a University-wide Coordinator of Diversity Training and Initiatives.

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

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 current Provost Fellow for Diversity and Inclusion is Gilda Martinez-Alba.

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.

Over the summer, Housing & Residence Life partnered with the Center for Student Diversity to provide development in diversity for professional and resident assistant staff.

Over the summer, orientation leaders were trained to facilitate discussions on inclusion.

During summer orientation, all first-year students participated in an orientation program that addressed stereotypes and hidden bias.

Over the summer, 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.

We 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

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 (PDF) 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.)

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.

UNIVERSITY OF BALTIMORE

2018-2019

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

SUBMITTED TO
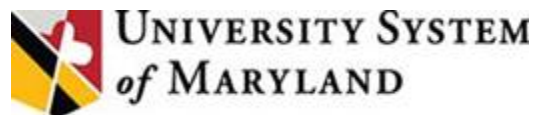
DATE SUBMITTED: APRIL 17, 2019

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

Section I: Summary Statement

Diversity encompasses many ideals at the University of Baltimore (UB) such as race, ethnicity, religious affiliation, sexual orientation, gender identity, disability, foreign nationality, economic status, and non-traditional students. The University embraces the challenges of multi-culturalism and inclusion in its academic and co-curricular programming, enrollment processes, retention initiatives, and hiring decisions. The University of Baltimore values a multicultural and global campus community that encourages the development of intercultural skills and competencies which are all essential to living and working in today's world.

The University of Baltimore's Institutional Plan for Cultural Diversity is aligned with the strategic plan, Re-imagining UB 2018-23. Our diversity plan goals are centered on our values of respect, inclusion, equity, community, and excellence. The plan's strategies are designed to raise awareness, sensitivity, and create a sense of appreciation for UB's diverse community. UB's objective is to cultivate a diverse, equitable, and inclusive climate. The sixth goal of the strategic 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."

The plan emphasizes the following: 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 developing the process for reporting hate crimes.

To support this objective, five goals have been established:

- 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.
- Recruit, employ, and retain a diverse faculty.
- Recruit and retain a diverse workforce and ensure that UB's staff profile reflects the diversity of Maryland's demographics.
- 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.
- Build upon existing partnerships and create new partnerships that enhance the University's commitment to and work with diverse populations.

Our implementation strategies for meeting these goals can be found in the Institutional Plan for Cultural Diversity located in the Appendix. Below is a brief overview of our progress.

- The Admissions Office has continued to seek ways in which to recruit students of diverse backgrounds. To increase diversity particularly in the Latinx population, the Admissions Office will hire a Latinx/Diversity Admission Counselor. It is anticipated to have that person on board in late spring 2019.
- The University continues to offer the Featherstone scholarships. Featherstone Scholarships are the result of a partnership between the William & Lanaea C. Featherstone Foundation and the Consular Section of the Mexican Embassy in Washington, D.C. The $20,000 fund is intended to increase Baltimore's Latino college enrollment and promote higher education. This fall, 10

Latino students will receive scholarships.

- Diversity courses have been revamped or added to curriculum in the College of Arts and Sciences (CAS), College of Public Affairs (CPA), and Merrick School of Business (MSB). Course topics include managing diversity, politics and race, global health, race/ethnicity, gender issues in Criminal Justice, game design, oral communication, and debate. Courses are reviewed to ensure that the course or program has met the program Student Learning Outcomes (SLOs).

- Campus wide efforts to create positive interactions and inclusion awareness among students, faculty, and staff were offered during AY 2018-2019. Programs and events included sponsored lectures, speaker series, collaborations, and partnerships. One example of a collaborative effort was the National Endowment for the Arts (NEA) Big Read grant, which provided funding to engage the community around a book selection. The book *Citizen, An American Lyric* by Claudia Rankin was selected. These events provided opportunities to learn more about diversity and inclusion, multiple courses, colleges, and departments participated in grant activities.

- Expansion of dual enrollments for Baltimore City high school students through USM B-Power Initiative. Increase in participation of Baltimore city high school *students* from 63 (2017) to 237 (2018). And, as a result, 244 students registered for a 3 credit dual enrollment course, a two-fold increase from 2017 (111).

- The College of Arts and Sciences (CAS) graduation requirement in Global Awareness and Diverse Perspectives will continue to offer Global Awareness and Diverse Perspectives certified courses. Outcomes will be assessed as part of a graduation requirement five year cycle.

- The Fannie Angelos Program selects eight Baltimore Scholars from HBCUs to attend the UB School of Law with full tuition. 45 Fannie Angelos scholars are currently at UB and 8 were selected for the 2019 Baltimore Scholars Program. The outcome has been increased diversity in the law school from 33% in 2017 to 41% in 2018.

Implementation of the Institutional Plan for Cultural Diversity began in AY 2018-2019 with the appointment of the University's Culture and Diversity committee. The Committee led by the Director of the Diversity and Culture Center (DCC) is comprised of faculty, students, and staff from UB's shared governance groups. The Committee's primary focus for 2018-2019 has been to review the diversity plan and in consultation with senior leadership and the campus community to establish annual priorities from this plan. The Committee has worked with senior leadership to prioritize implementation of the plan. In 2019-2020, the Committee will recommend the following strategies are priorities:

- Build and maintain an infrastructure that supports and promotes inclusion;
- Plan to design and conduct periodic campus-wide climate surveys (faculty, staff, and students) to frame and direct future action on diversity and inclusion;
- Develop quantitative and qualitative metrics to gain a better understanding of diversity and inclusion at UB;
- Initiate cultural competence training for faculty, students, and staff;
- Collaborate with the Human Resources office to recruit, hire and retain a diverse faculty and staff by developing a faculty and staff recruitment and retention plan; and
- Support academic units in the continued development of curriculum and service that addresses issues of diversity, equity, and inclusion.

Implementation of the plan will continue through AY 2022-23.

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.

Table 1

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
Elevate the profile of The Bob Parsons Veterans Center to both current and prospective students. Partner with Admissions to establish contact with military-affiliated students during the admissions process. Develop marketing vehicles (i.e., Be YOU at UB success stories) that can be targeted to audiences at local military institutions.	Increase in military-affiliated applications. Increase in military-affiliated matriculations. Continue to increase graduation rates. Increase in the number of website hits.	The military population continues to grow and thrive at UB. Although the overall number of military-affiliated students remained steady at about 360 from Spring 2018 to Spring 2019, the number of military graduates rose from 62 to 82 from Spring 2018 to Spring 2019. This represents a 32% increase in the number of military graduates over the past year.	Enhance relevant and beneficial programming that attracts new students to the Center. Collaborate with Admissions and Marketing to target military-related students at local military institutions.

Section I: Progress Report – Goal 1

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
Hire a Latinx/Diversity Admissions Counselor to assist with outreach for the growing city and regional Hispanic and Asian populations.	Increase outreach to Hispanic Students.	Hispanic students represent 4% of UB's current student population.	Expand outreach to both Latinx and Asian enrollment by increasing community college outreach.
Charles Hamilton Houston Scholars Program that helps under-represented college students develop academic skills.	Increase diversity of students coming from college pipeline to law school.	Data collected via surveys conducted by the Schaefer Center for Public Policy established an increased interest in attending law school after completion of the program (data collection in progress).	Assess retention rates of students in program.
Fannie Angelos' Program	Increase law school diversity.	45 Fannie Angelos scholars are currently at UB; 8 selected for 2019 Baltimore Scholars Program; Assisted in increasing diversity in the law school from 33% in 2017 to 41% in 2018.	Assess retention rates of students in the Baltimore Scholars Program.
Expand dual enrollments for Baltimore City high school students through USM B-Power Initiative.	Increase the number of city students in College Readiness Academy in Fall 2018; Increase the number of city students registered for dual enrollments in spring 2019.	237 city students participated in the College Readiness Academy (81% completed/passed). 244 students registered for 3 credit dual enrollment course in 2018-2019 (up from 195 in 2017-2018).	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.	21 new activities were added in 2018-19; Urban Alliance Fun Day, B.E.S.T. network meeting, Greater Baltimore Urban League/Fannie Mae workshop, BCPS FAFSA kickoff, Building STEPS info session, BCPS FAFSA Forward workshop, Code in the Schools College Choice workshop, Faculty Recruitment Fair with BCCC, BCPS FAFSA Forward workshop, BCPS FAFSA Forward workshop, Lyric Opera House College Day for middle school students, Code in the Schools info session, Urban Alliance training session, National	Increase freshmen enrollments from Baltimore City high schools.

Section I: Progress Report – Goal 1

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
		Academic League competition, Code in the Schools Hackathon, Greater Baltimore Urban League/Fannie Mae workshop, BLSYW 10th Grade Sisterhood Experience, BLSYW film screening, Urban Alliance partnership breakfast, Junior Achievement Entrepreneurship showcase, BLSYW Senior Awards Ceremony	
Enhance the Title IX sexual misconduct online training for all students, staff, and faculty.	The number of students that complete training. A state-mandated biennial sexual assault climate survey of all students. Staff and faculty completion of mandatory biennial training.	Mandated training of currently enrolled UB students is now complete. Training is now focused solely on the incoming student population with all students required to take the training in order to register for classes with minimal exceptions. The next cycle of staff and faculty training is expected to launch the week of April 1, 2019, in keeping with UB's biennial training schedule.	Continuous enforcement of training requirement through student registration holds and messaging. Analyze with special attention student survey demographic data to inform future activities, initiatives and outreach.
Enhance faculty recruitment, selection and hiring process to identify and confirm candidate pool diversity and representation.	Number and/or percentage of candidate representation. Number of 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. Assessment of selection process.

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 the U.S. Dept. of Ed. Second Chance Pell Grant Experimental Sites Initiative. Classes are offered at Jessup Correctional Facility.	Evaluate with SLOs for courses; students' satisfactory progress in program; number of students offered parole and taking classes on campus.	Continuous review of course assessment data (ongoing); the current cohort of Second Chance Program students have an average GPA of 3.5; a total of 63 students have been served in this program and 30 have made it into The Helen P Denit Honors Program.	Review of student grades and student reentry has more extensive tutoring support for students in math and other classes; enhanced career services offerings.
Vital Signs 16, a 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.
Laws of the United States (LOTUS) - The School of Law offers an LLM in the Laws of the United States for foreign trained lawyers.	Increase enrollment in this program.	16 LLM enrolled for the Fall 2019 entering class; This year's students represent 11 different countries.	Continue the development of LLM-US policy and better align with JD program.

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 and addressed both Goals 1 and 2. This program provides a LSAT Prep Program that is open to selected USM institutions. Participants receive a $1399 grant towards a 16-week Princeton Review "LSAT Ultimate" course.	LSAT success rates; Law school admission rates; Law school graduation rates.	103 students have been admitted to law schools across the U.S. 43 students currently enrolled in law schools across the country; 26 at the University of Baltimore. 43 students have graduated from law schools across the U.S; 22 are members of the Maryland Bar.	Increase recruitment and enrollment in LSAT prep course; overall success of LSAT scores. Expand sites.
The Human Trafficking Prevention Project is a clinical law project housed within the School of Law's Civil Advocacy Clinic. Project focus is 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 (review in progress); Success in assisting client(s).	Expand outreach and representation for survivors.
CFCC's Truancy Court Program (TCP) - early intervention addressing root causes of truancy.	172 Students from 5 schools	98% students showed improvement in attendance	Refine training and support for program.
LAW 570 BALTIMORE SCHOLARS PROGRAM - This course is limited to the eight undergraduate students who have been selected to participate in the Baltimore Scholars Program.	Evaluated with SLOs for course.	Course assessment data; acceptance into law school.	Incorporate assessment data and information to refine and enhance course.
The Diversity and Culture Center hosted several cultural outing trips to Washington, D.C. and Maryland's Eastern Shore. Trips included visits to the Holocaust Museum, Harriet Tubman Underground Railroad Museum, and the National Museum of African American History and Culture.	Attendance data	52 students participated in these events. Post event dialogue among participants and positive program evaluations.	Increase faculty participation and invite to post program discussions; increased marketing of programs.
The NEA Big Read focused on Claudia Rankine's 2014 book of poetry, *Citizen: An American Lyric*. Big Read activities took place on campus.	Attendance data	Approximately 419 students, faculty, staff attended campus wide events.	Increase UB student involvement.

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
Diversity and Culture Center coordinated Black History Month programming on campus.	Attendance data	Baltimore Rising: Film Viewing and Discussion- 96 attended Voices: A People's History of the United States- 25 attended The Daphne Muse Letters Collection: Correspondence Documenting Black History and Culture across the Diaspora (1898-2019) - 125 attended.	Increase program opportunities offered throughout the semester.
The Diversity and Culture Center 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 LBGTQ+ issues, satisfaction and attendance data.	Attendees demonstrated increased knowledge of LBGTQ+ issues and satisfaction with training; 10 new students, faculty, and staff trained as allies.	Plan and implement a train-the trainer workshop to increase the number of trainers and trainings.
A Training and Organizational Development professional was hired in the Office of Human Resources to develop mandatory training curriculum and offerings related to managing bias, increasing cultural competency, and developing cross cultural communication.	Number of faculty, staff and leadership completing trainings.	Surveys on cultural competence have been conducted.	Refine and add to training program.
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	Student Participation; Assessment of learning outcomes	The Poor People's Campaign class won the Network of Schools of Public Policy, Affairs and Administration (NASPAA) national Social Equity Award for 2018	Consideration for additional course offerings.
College of Public Affairs Community Engagement Fellows	Number of students participating; Satisfaction of students and sponsoring agencies; placement of students	Placement of students in different community organizations; increase from 5 to 6 cohorts	Development of sustainability for the program.
The Hoffberger Center hosted two Town hall programs entitled "Speak Up" in which students of African American, Asian American, Hispanic and Middle Eastern	Attendance of 120+ at each event	Feedback from participants	Review evaluations, make program revisions as needed.

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
descent shared their views about their lives at UB from their culturally diverse perspectives.			
Merrick School of Business Global Field Studies – Thailand (Jan 2019); London (March 2019); Finland (May 2019), Berlin International Summer School Exchange Program (Summer 2019).	Participation, case studies and learning outcomes. Collaboration with partner schools.	MSB students in Thailand (4 undergraduate students, 14 graduate students); London (13 undergrads, 7 grads); Finland (5 undergrads, 9 grads) worked with partners to address real business challenges	Continue to expand collaboration with partner schools, focus on solving business challenges in a global context.
Developed extensive curricula on cultural diversity in CMAT 303 (Oral Communication in Business) and CMAT 320 (Argumentation, Debate, and Society). Topics included diversity in the workplace, micro-aggressions, and techniques for choosing language that is appropriate for a diverse workplace.	Student Learning Outcomes (SLO) assessment	Course assessment data	Review by faculty and adjust as needed to meet SLOs.
Counseling Psychology Master's program is founded on a curriculum emphasizing multicultural education and social justice advocacy with 28+ master's courses requiring that students use a diversity lens in their work and including cultural immersion experiences.	Student performance measures; Student Learning Objective (SLO) measures	Student performance measures; SLO measures	Implement "closing the loop" strategies based on assessment data.
Speaker Event: The Daphne Muse Letters Collection: Correspondence Documenting Black History and Culture across the Diaspora (1898-2019). Collaborative program included CAS, Hoffberger Center, DCC, History Club	Attendance	Attendance outcomes- 125 participants.	Review and revise based on program evaluations
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 (in progress).	Working on outreach to potential participants.
Work in the College of Arts and Sciences User Research Lab to support voting in low-literacy populations (in progress).	Number of academic publications and technical reports.	Academic publications and technical reports (in progress).	Pursuing avenues for continued 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 (in progress).	Continued financial support for recruitment of students.
Research on digital perseveration of cultural heritage sites and artifacts in Southern Asia.	Number of external grants obtained.	Assessment of external grants obtained (in progress)	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 (in progress).	Implement 'closing the loop' strategies based on assessment data.
General Education Council assessment of Global Awareness and Diverse Perspectives graduation requirement area.	Number of courses meeting area requirement	24 - representing each undergraduate major program (scheduled for evaluation in May 2019)	Implement 'closing the loop' strategies based on assessment data.
Bank of America Center for Excellence in Learning, Teaching, and Technology (CELTT) hosted a Culturally-Responsive Teaching train-the-trainer workshop.	Attendance at event; Number of follow-up events; and Attendance at follow-up events.	24 attendees 18 programs planned so far	Increase collaboration, program development and implementation.
The Merrick School of Business hosted speakers and lectures which focused on diversity; including a book talk and signing by Chris Wilson, author of *The Master Plan, My Journey for Life in Prison to a Life of Purpose* and Arnold Williams lecture, *Lessons from Legends.*	Attendance data	Participant Feedback (in progress)	Review feedback and make revisions as necessary
Special Topics Course: CNCM 620 International Migration and Human Security	Achievement of learning outcomes	18 graduate students met weekly to explore topics of migration and human security (i.e., food security etc.)	This is a second offering of the course. Possibly adding the course to the permanent curriculum.
Special Topics Course: Fundamentals of Social Policy Class offered as both Undergraduate (Government and Public Policy) and Graduate Course in Public Administration	Participation, learning outcomes	21 students from both graduate and undergraduate programs are currently enrolled in the class. (Spring 2019)	Information will be gathered relative to possible future offerings of this class.

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
GVPP 410 Politics and Race Course	Participation, learning outcomes	30 undergraduate students currently enrolled (Spring 2019)	Developing course under Full Time rather than adjunct instructor
HSER 410: Ethics and Empathy for Public Servants Course	Participation, achievement of student learning outcomes	15 students enrolled in Fall 2018	Review by faculty and adjustment as needed to meet class and program SLOs
CRJU 633: Race/Ethnicity and Gender Issues in Criminal Justice Course	Participation, achievement of student learning outcomes	16 students enrolled in Spring 2019	Review by faculty and adjustment as needed to meet class and program SLOs
HSMG 660 Comparative Global Health Course	Participation, achievement of student learning outcomes	10 students enrolled in Fall 2018	Review by faculty and adjustment as needed to meet class and program SLOs
CNCM 740: Ethnic and Cultural Factors Course	Participation, student learning outcomes	21 students enrolled in Fall 2018; 8 in spring 2019	Review by faculty and adjustment as needed to meet class and program SLOs
HSER 320: Gender and the Work Environment Course	Participation, achievement of student learning outcomes	30 students enrolled in Spring 2019	Review by faculty and adjustment as needed to meet class and program SLOs
The College of Public Affairs sponsored the Forum of Black Public Administrators Meeting fall 2018 and the Open Society Institute Conversations about Race Events	Participation	Participant Feedback (in progress)	Provide additional events
Schaefer Center Program: Maryland Equity and Inclusion Leadership Program	Satisfaction of students and organizations	33 participants	Relatively new initiative; assessment in progress
Schaefer Center Program: Baltimore Faith-Based Development Certificate Program	Satisfaction of students and organizations	Organizational progress in development: 12 participants representing 6 organizations	Currently ongoing

Section I: Progress Report - Goal 3

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

Hate incidents/crimes at the University of Baltimore (UB) are reported directly to the University of Baltimore Police Department (UBPD). Based upon UBPD policy, these incidents/crimes are investigated by UBPD and reported to the proper agencies. The UB student code of conduct does not specifically address hate crimes. Therefore, there are no student conduct cases that would be considered hate-related. To date, there have been no hate-crime incidents reported and one (1) bias-motivated incident reported for AY 2018-2019.

Section II: Appendix – Institutional Plan for Cultural Diversity

UNIVERSITY OF BALTIMORE

BUILDING ON A STRONG FOUNDATION:
A STRATEGY FOR ENHANCING UB'S LEADERSHIP IN DIVERSITY AND INCLUSION
FY 2019 – FY 2023

This diversity plan, 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 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.

UNIVERSITY DIVERSITY GOALS AND STRATEGIES

Implementation of the plan began 2018-19 and will continue 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](#)[1] 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.

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.

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[1] 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.

- 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.

Goal 2: Recruit, employ, and retain a diverse faculty.

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.

Strategy 4: 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.
- 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.

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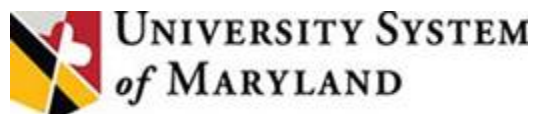
2018-2019
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT TEMPLATE

Institution: University of Maryland, Baltimore   **Date Submitted:** April 17, 2019

Point(s) of Contact (names and email addresses): Karen D. Matthews, Karen.matthews@umaryland.edu or Gregory Spengler, gspengler@umaryland.edu

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.			
Timeline for meeting goal within the diversity plan: Varied, but many of the goals tie back to the 2017-2021 Strategic Planning cycle for UMB.			
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
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	• Obtained donor funding to create joint legal clinic with Chancellor College of Law in Malawi • Created "GLOBALtimore Fellowship Program" to support curricular innovation with 10 Fellows on campus.	Fellows will create opportunities for individuals on campus to gain global literacy without traveling abroad.
Developing strategic partnerships with universities abroad (Academic Affairs).	• Create formal relationship with university/universities abroad	• Relationships established with Coventry University, Haifa University in Israel, University of Gambia, and University of Malawi Chancellor College of Law, and others. • Created Global Health Innovation Post Baccalaureate Certificate with Graduate School in Costa Rica.	

Attend conferences and recruitment fairs focused on recruiting traditionally underrepresented groups interested in careers in law (Carey School of Law or CSL).	• # of fairs attended	• 10	
Host single-day pipeline events in the Baltimore Metro area (CSL).	• # of events organized	• 4	
Coordinate with partners to host events promoting law careers to traditional underrepresented populations (e.g., Hispanic National Bar Association's Summer Camp, Baltimore City Teen Court, Baltimore City Urban Debate League, Law Links Law & Leadership Institute). (CSL)	• # of events	• 8	
The SNDA and the PreDental Society at UMBC, participated in Generation NexT mentoring program (School of Dentistry or SOD).	• # of program applicants as a result of the program	No data to report at this time	Tracking program participants to learn where they enroll
SOD participated in annual presentation to the Meyerhoff Scholars at UMBC (SOD).	• # of program applicants • Amount of current underrepresented minorities in SOD in comparison to other dental programs	UMB is outpacing other dental programs by 5%	Tracking program participants to learn where they ultimately enroll for school
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 (SOD)	• # of participants • # of program applicants • Amount of current underrepresented minorities in SOD in comparison to other dental programs	• 75 – 100 participants • UMB is outpacing other dental programs by 5%	Tracking program participants to learn where they ultimately enroll for school
Attended the annual Increasing Diversity in Dentistry (IDIN) Fair at Morehouse College. First year attending - information presented to 3rd and 4th year college students, post-baccalaureate students, and students enrolled in MS programs (SOD).	• # of program applicants • Amount of current underrepresented minorities in SOD in comparison to other dental programs		SOD was unable to attend last year but will be attending this year.
SNDA and UMBC hosted the Upward Bound Mini Impressions Day and presented on real health topics to high school students (SOD).	# of program applicants as a result of the program	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 (SOD).	• # of program applicants as a result of the program	Impact will remain unknown for 8+ years	Offer academic mentoring to middle school students thru and college
Attended the PreDental recruitment event at the National Dental Association Convention (SOD)	• # of program applicants as a result of the program	UMB is outpacing other dental programs	Tracking the people that visited the event to

			see where they ultimately enrolled for school
Sponsored a group of middle school students involved in UMB summer camp to expose them to dentistry which included hands on projects (SOD).	• # of program applicants as a result of the program	• Impact unknown for 8+ years • 20 7th grade students visit for 1 week in summer	Offer academic mentoring through high school and college
Programs and services offered through the Meyerhoff Scholars Program (School of Medicine or SOM).	# of recruitment activities including campus visits at UMB and to UMBC	Consistent # of recruitment activities including campus visits at UMB and to UMBC	• Increase # of campus visits at UMB and UMBC • Increase matriculation of Meyerhoff scholars
Programs and services offered through University of Maryland Scholars (SOM).	# of UM Scholars graduates	Increasing # of UM Scholars graduates	Increase # of UM Scholars graduates continuing to SOM
Programs and services offered through the BUILD/ASCEND mentoring program out of Morgan State University to increase diversity in Biomedical Research Workforce (SOM).	# of interactions with BUILD/ASCEND scholars	Consistent # of interactions with BUILD/ASCEND scholars	Increase # of interactions with BUILD/ASCEND scholars
Programs offered through Continuing Umbrella of Research Experience (CURE) Scholars Program for 6-12 grade students in West Baltimore for competitive and rewarding research, STEM, health care career opportunities (SOM).	# of CURE scholar graduates	Growing # of CURE scholar graduates	Increase # of CURE scholar graduates matriculating to SOM
Programs and services offered through the Congressman Elijah Cummings' Baltimore Science Internship Program (BSIP) (SOM).	# of BSIP scholar graduates	Increasing # of BSIP scholar graduates	Increase # of BSIP graduates matriculating to UM SOM
Programs and services offered through the Post-Baccalaureate Research Education Program (PREP) (SOM).	# of PREP scholar graduates	Increasing # of PREP scholar graduates	Increase # of PREP graduates matriculating to SOM
Programs and services offered through the Bridges to the Doctorate program (SOM).	# of Bridges to Doctorate scholar graduates	Increasing # of Bridges to Doctorate graduates	Increase # of Bridges to Doctorate graduates matriculating to UM SOM
Programs and services offered through the Nathan Schnapper Intern Program (NSIP) (SOM).	# of NSIP graduates	Increasing # of NSIP graduates	Increase # of NSIP graduates matriculating to UM SOM
Increased recruitment efforts of graduate students from traditionally underrepresented populations since 2017 through targeted recruitment efforts at	Increased student enrollment from historically underrepresented groups in masters/doctoral programs.	Given that new efforts were made this past recruitment cycle, 2018-2019 academic year, We have	

		seen a 3.26 % increase in our enrollments of student of color.	
Advertising position vacancies in diversity publications including Insight into Diversity, DiverseEducation.com, Maryland Workforce Exchange (SON).	% change of underrepresented minorities in full time professor positions over the past three years	We have seen consistency in the increase in the # of underrepresented minorities in full-time professional positions over the past three years, which was 6% when last reported	Continue to strengthen our diversity recruitment efforts for faculty recruitment
Developing clear career paths for staff (SON).	% of promotions	Progress data to be determined, once new HR director position established	Continue to strengthen efforts to promote clear career paths for staff
Enhanced PharmD student recruitment at NACAC events, National Hispanic College Fair events, HBCU college fairs, etc. (School of Pharmacy or SOP)	URM enrollment	13% increase in P1 student enrollment for African American and Hispanic students	Resources for student retention efforts
Recruit diverse graduate students and provide effective mentoring and support to ensure their retention and degree completion (SOP).	• # Meyerhoff Fellows • Other awards	• Since 2015 - 10 Meyerhoff Fellows enrolled & 1st PhD completed in 2018 • NIH Diversity Supplement • Carl Storm Minority Travel award • CBI Fellowship • NIH F31 Diversity award • Poster award & Travel award • Department Merit award	
Expanded educational pipelines for K-12 under-represented students (e.g., school's Bridge to Academic Excellence (ABAE), NSF's CAREER Program, & University CURE Program) (SOP).	• Type of activity • # of scholars	• ABAE / 110 students • NSF CAREER Program/4. • UMB Cures Host /3	Longitudinal tracking system, with local schools to access impact
Secured new global advanced pharmacy practice experiences (APPEs) for students to gain experience with diverse patient populations (SOP).	• # of sites • # of students	• 8 APPE Sites • 104 Students experiences	
Deployed module in CORE ELMS online rotation management system to capture preceptor demographics (SOP).	• Increase among various URM preceptors	• Successful deployment of module for new preceptors	
Facilitate student organizations that bring together diverse groups for mentoring, co-curricular, research, and service activities (SOP).	• # & type of events	• Puerto Rico Hurricane relief fundraising • Global Health Brigades to Malawi and Honduras	Need additional administrative support to continue data management and analysis

| | | | Interprofessional Student Learning & Service Initiatives | |
| | | | Special Conversations on poverty, religion freedom, and social equity. | |

***Goal 2*:** **Use the table to share how you are creating positive interactions and cultural awareness among students, faculty, and staff on campus. Bulleted, succinct descriptions of <u>major</u> initiatives and strategies are ideal; additional narrative is not necessary.**

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

Timeline for meeting goal within the diversity plan: <u>All goals have completion dates within the 2017-2021 Strategic Planning cycle for UMB.</u>

Share 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 Inclusion and Engagement initiative (I&E) at A&F has been developed to drive our culture change strategy. The goal is to introduce activities and learning opportunities that increase appreciation and value of employee's unique contributions, and leverage our diverse strengths to cultivate trust, collaboration and accountability. Updates:	We have developed a project plan to implement and track A&F's Inclusion and Engagement activities.	• The Initiative was unveiled during A&F's Got Talent kick-off activity in February. • We are in the process of forming the I&E Steering Committee to promote coordination and communication of events (Administration and Finance).	
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 or CITS).	Participation in professional development opportunity	No. of staff that attend professional development opportunities; Continue to encourage participation in this activity.	Need more financial support or free events for employees. Increase events and modules to improve understanding of cultural diversity.
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 (CITS).	# of annual presentations by DAC at CITS all-staff meetings	The Diversity Advisory Council presented to CITS in April 2018; scheduled to present in April 2019	
The establishment of the UMB Testing Center (TC) for students with disabilities (Campus Life Services - Educational Support and Disability Services or CLS/ESDS).	• Issue surveys to faculty and students who use the center • Currently working with 2 UMB Schools	• Hired a full-time Testing Coordinator • Created an online platform for scheduling appointments	• Hired additional student test proctors

		• Expanded days and hours for the Testing Center	• Continued to expand days and hours of availability • Roll out Testing Center usage to all UMB Schools
Offer Disability Awareness workshops and seminars (CLS/ESDS).	• Annual survey to students • Program attendance	• No data available at this time • 60 participants	Expand disability awareness efforts
Created Scholars for Recovery student group for UMB students who are in recovery	• Event attendance • Membership numbers • Program evaluations	• Participation data available at end of year	Publicize the group and programming
The University supports many student affinity groups. (Campus Life Services – Leadership Development and Interprofessional Student Learning & Service Initiatives or CLS/ISLSI).	• # of University-wide groups • # of School-Specific groups	• 5 cultural affinity University-wide student organizations • 29 school-specific affinity organizations	Explore ways to assist student organization officer transition and member/executive board recruitment
Continued to offer the cultural responsiveness training program open to all staff and faculty (CLS/ISLSI).	• Recruitment of cohort members • Recruitment of participants • Program Retention Rate	• 10 participants recruited to participate in 2nd cohort • 70% retention rate for AY2018	Expansion of program is being evaluated
Issued a student campus climate for diversity survey (produced by the Education Advisory Board) in February 2018. Communicated the results and engaged in action planning in Fall 2018 and Spring/Summer 2019 (Student Affairs).	• Issued survey in Fall 2018 (24% response rate); will issue every two years • Analyzed the data • Presented findings and engaged in preliminary meaning making & action planning • Formed staff, faculty, and student work group • Engaged in action planning in Student Affairs on central campus and in each School • Reissued annual survey to Social Work students in March 2019 (22.5% response rate)	• Reported findings to Senior Leadership • Reported findings to 129 students, faculty, and staff during 3 open forums • Presented findings and engaged in action planning with the University Student Government Association • Presentation and infographic published on website • Workgroup formed and engaging in action planning • Infographic will be updated to include initiatives and progress	Continue to share results and create strategic goals and action planning based on survey results
LGBT+ Education Programming (CLS/ISLSI).	• # of programs offered • Total # of participants	• 6 programs • 43 participants	With the current collection of program offerings, increased demand placed on

			office. Recruit additional facilitators.
Safe Space Initiative (CLS/ISLSI).	• # of programs offered • Total # of participants • # of participants who successfully complete the program and sign the ally pledge • # of individuals trained as facilitators	• 5 programs • 23 total attendees • 35 participants completed the program and signed the ally pledge • 2 individuals completed the Safe Space facilitator training	Additional publicity to reach individuals in the Schools and others to reach groups that have not participated in a training.
Diversity education co-curricular programming focused on identity and culture (CLS/ISLSI).	• # of programs offered • Total # of program participants	• 40 events were offered, 582 total attendees	Continue cultivating collaborative relationships with student groups, staff/faculty groups, and academic courses.
The Poverty Simulation offered to help participants better understand factors that can influence individual's access to care and utilization of services (Campus Life Services – ISLSI).	• # of offerings • # of participants	• 7 offerings • 460 participants	
Create an academic program that will enhance the cultural competency of students, faculty, and staff (Graduate School).	• Received MHEC approval • Begin course design • Recruit students • Launch course in Fall 2019	• MHEC approval received during Summer 2018 • Course design began Spring 2019 • Enrollment data • Course is on target to launch in Fall 2019	
Inclusion of multilingual theory and practice in the President's Student Leadership Institute track on Scholarly Research & Teaching (Writing Center or & CLS/ISLSI).	Reflection essay by participants at the end of the academic year	Demonstrated understanding of the role that multilinguality plays in higher education setting	Need to develop more robust assessment practice
Pilot program with an online language learning program Voxy for post-doctoral scholars July 2018 (CLS/Writing Center).	• Pre-/Post-tests of participants measuring confidence levels in areas of language use • Comparison of language proficiency test scores before and after the program • Focus groups with participants	• Increase in confidence levels in areas of language use • Increase in proficiency scores by users who frequently used the program • Qualitative data from focus groups that indicate the positive effect of the program on participants' continued language learning	Development of a plan on how to continue offering Voxy in a credit setting in the Graduate School

Global Perspective Communication Program: student and post-doctoral fellow participants meet in a one-hour, facilitated weekly conversation to explore common interests; discuss concerns about U.S. academic and social life; and identify and deliberate matters of cultural, social, and political importance (Writing Center & Office of International Services)	Evaluations from participants and facilitators	Report of increase in awareness of issues around global perspectives as a result of these sessions	Increase # of participants and explore offering compensation to facilitators
Increase the number of multilingual students served at the UMB Writing Center, which includes editing the mission statement that addresses multilinguality	# of total appointments/clients	Increase in total # of appointments and/or clients compared to previous years	Increase outreach to faculty teaching in UMB's seven Schools to educate them about our work in the area of multilinguality to encourage referrals to the Center
Professional development of student writing consultants that focuses on antiracist and participatory and culturally sustaining pedagogies (Writing Center)	Evaluations from student consultants	Self-reports by student consultants that the training modules make their consultation practice more effective	Develop a more robust assessment method; create materials for future cohort based on consultant experiences
3-day dissertation boot camp in collaboration with the UMB PROMISE program	• Evaluations from participants • Self-reported progress on their dissertations	• Increase in confidence levels writing their dissertation • Increased output by doctoral students	Recruit larger # of students
Summer U Camp provides a free or relatively low cost (to the family of the child) summer camp opportunity for middle school students who attend any of the southwest city schools. Programming includes STEAM activities as well swimming and recreational activities.	• Unique and total # of campers • Total # of camper hours	• Total # of Campers: 30 • Total # of Camper Hours: 2905.9 hours	• Explore additional ways to support the personal needs of Campers • Develop tools to measure Camper experience • Develop tools to measure the experiences of the counselors
To reduce barriers to employment and encourage career mobility, career development consultations offered to employees who traditionally had little to no career path or make a wage equal to the living wage (Human Resource Services - Office of Career Development or HRS/OCD).	# of participants	29 staff participated in individual career development consultations. 3 group consultations held to work with multiple employees with common interests.	

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 traditionally had little to no career path or make a wage that is equal to the living wage. (HRS/OCD).	# of participants	40 staff members have participated in the introductory computer classes	
To reduce barriers to employment and encourage career mobility, <u>internal professional internships</u> offered to employees who traditionally had little to no career path or make a wage that is equal to the living wage. (HRS/OCD).	# of participants	1 staff member was placed in internal internships	
University partnered with the City of Baltimore on a Live Near Your Work program (max of $16,000) to the purchase of a home near campus (HRS).	# of participants	23 UMB employees received benefits through the program since January 2018	
Execute a module in PeopleSoft that provides the opportunity to set up career plans and produce Individual Development Plans (IDP) for employees' career development paths. IDP progress, job move costs, training, employee appraisals, mentoring, and self-implemented career development activities can be tracked (HRS/OCD).	Successful creation and deployment of module	Career Plan & Succession module created and deployed. The module is currently being used to as a central repository to capture employee interactions with the Office of Career Development	Use the module to its full capabilities, clarify workflows, update job data, & employee profiles must be accurate in HRMS system - occur in Phase II of implementation.
Leveraging Diversity in the Workplace Learning Path (HRS)	# of online workshop - Workshop completions	8 workshops 36 workshop completions	
Culturally Competent Leadership session offered through the Emerging Leaders program (HRS)	# of participants	25 participants	
A Manager's Guide to Diversity, Inclusion, and Accommodation (HRS)	# of participants	1294 participants	
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 (SOD)	Tracking the # of Formal Training and Development Experiences for Faculty	8 groups of Chairs, Department Heads, Faculty & Staff met once a month since June 2018 to discuss: 12 Elements of Great Managing, UMB's Core Values, SOD'S Strategic Plan - Discussed Emotional Intelligence & Stress Management at 2018 staff retreat 27 diversity courses on Learning Management	

		System available to faculty and staff	
Now requiring unconscious bias education for students, and training for faculty and senior administrative staff, including SOM admissions committee and interviewers (SOM).	• # of students and faculty trained • Percentage of faculty and staff who have completed the training • Climate survey results	• Over 750 students trained • Faculty data currently not available	Data forthcoming, developing a Diversity Dashboard to help monitor race and gender of faculty across department and rank
Developing Equitable Faculty Search Policy, Equitable Promotions Initiative and Equitable Salary Initiative which will help cultivate an inclusive and equitable SOM environment (SOM).	• Will use Diversity Dashboard to monitor faculty diversity and equity across rank and salary	• Not available at this time	Continuously monitoring data and consider strategies to address any disparities discovered
Programs and services offered through Student National Medical Association (SOM).	• Attendance at Annual Banquet and events • Attendance at interview day lunches • # and attendance of community activities • Faculty/student mentor pairings	• Increased student attendance at SNMA Annual Banquet • Consistent student presence at SNMA Second Look Day Happy Hour and member attendance at interview lunches	• 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 (SOM)	# and attendance of community engagement activities	Consistent # and attendance of community engagement activities	Develop faculty/student mentorship pairings
Re-establish a National Black Nurses chapter (SON).	• Re-establish chapter • Elect executive board	• Group re-established in 2018 • New Executive board elected • NBNA Downtown Baltimore Chapter nationally recognized at annual conference for being the smallest yet largest student run chapter (2018)	Be more inclusive to other traditionally represented groups
Efforts underway to Re-establish Men in Nursing (SON)	• re-establish Chapter • Elect Executive Board	• General meeting held Fall 2018-Leadership still forming	

Utilize focus groups to understand diversity and inclusion training wants and needs (SON).	• Held focus groups in 2018 • Organize focus group information into themes for use in determining training areas of concentration	• Building on Focus Groups to deploy Implicit Bias train the trainer teams (2019) • Current task force(s) organized to address academic achievement (and bias) of our minority students • Piloting 1st Generation course (18 students enrolled) • Senior Executive Leadership teams had extensive Implicit Bias training. (Fall 2018)	Continuing to determine mechanisms for monitoring trainings and measuring improvement
Offer faculty and staff development day during any month with 5 Mondays (SON).	• Offer development days • Secure internal and external experts to discuss diversity and inclusion topics	• Professional Development days held in October 2018, April 2018, and April 2019 • Secured internal and external experts to present content	
Establish affinity group that meets monthly for fellowship and to examine ways to improve employee engagement (SON).	• Establish groups • Increased mean score in climate survey and employee engagement	Five affinity groups - Diversity Book Club, LGBTQ Ally group, Random Acts of Kindness, Fitness & Fun, Diversity	Groups started to hold monthly meetings & School events to build community
Formed a Center for Women in Pharmapreneurism to prepare women to pursue innovative solutions to health care challenges (SOP).	Currently drafting strategic plan	Secured $1million for endowed funding for center	
Incorporate BaFa' BaFa' cross cultural simulated training for PharmD students (SOP).	Conduct pre and post survey for appreciation of diversity, awareness of political and social issues, appreciation of individual differences, sensitivity to ethical issues, and the appreciation of other races, cultures, & religions.	Cultural Diversity factor post simulated training	
Evaluate PharmD Graduating Student Survey results that indicate the degree to which students agree or disagree with whether PharmD curriculum prepared students to identify and address issues affecting diverse patient populations (SOP).	Survey results	• 94% of students agree/ strongly agree that curriculum prepared them to identify cultural disparities in healthcare. • 93% of students agree/ strongly agree that curriculum prepared them to recognize and address cultural	

		disparities in access to and delivery of healthcare. • 99% of students agree/ strongly agree that APPE experiences allowed them direct interaction with diverse patient populations	
Support the school's PATIENTs research program to increase patient-health system collaboration and promote greater health equity in West Baltimore (SOP).	Participation of advisory group members in workshops, surveys, health fair, etc.	No data to report at this time	
Deployed a module in the CORE ELMS online rotation management system to provide preceptor continuing education (SOP).	# of Preceptor CE Courses & Participation rate	Successful deployment of CE module for preceptors	
Encourage participation in diversity training programs and promote awareness to cultural diversity among staff (Office of Philanthropy).	No metrics to report here.	Achieved significant cultural diversity with 33% of current staff from minority groups	We need to do more in the way of metrics.

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 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.

Section II: Appendix -- Institutional Plan for Cultural Diversity

The aforementioned statements and the information within the tables should be aligned with your institution's plan for cultural diversity, which is required by §11-406 of the Education Article. §11-406 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 a copy of your institution's plan for cultural diversity.
The institutional cultural diversity plan should be in an appendix and should not be included in the 12-page maximum.

Please email your complete submission to zlee@usmd.edu by Wednesday, April 17, 2019.

Section II: Institutional Plan and Implementation Timeline

The University of Maryland, Baltimore (UMB) is currently in the third year of executing its strategic priorities outlined in the 2017-2021 Strategic Plan (the "Plan"). This Plan encompasses six themes, 28 strategic outcomes, and 303 goals and serves as the guidepost to direct our collective actions. Across the institution, senior leaders have aligned their unit plans with the Plan to ensure the integrity of a shared purpose, enhanced accountability, and continued improvement by adjusting our strategies with appropriate initiatives to accomplish our goals. In the context of advancing cultural awareness among faculty, staff, and students, UMB leadership is increasingly conscious of removing those institutional barriers that challenge attainment of our cultural diversity goals while also developing attainable tactics that support our objectives.

President Perman leads our efforts to ensure that cultural diversity is a strategic priority. In this regard, the theme – Inclusive Excellence – in our strategic plan addresses this objective. This theme accounts for 14% (42) of all goals in the Plan, all of which are at varying stages of completion across the institution. These goals and their implementation status are discussed in Section 1 of this report. Additionally, the progress report for the execution phase of the Plan can be found on the UMB strategic plan website.

Dr. Perman also continues to value the advice and counsel from the Diversity Advisory Council (DAC), a body comprised of at least one liaison from each of our seven schools, and a representative from the staff and faculty senate, human resource services, and the student body to inform initiatives and efforts. The school liaisons are responsible for communicating DAC efforts to faculty, staff, and students in their respective domains. In 2018-2019, the DAC created an affinity group initiative and institutional guidelines to provide an environment where faculty and staff can share prevailing ideology and purpose. The first affinity group established by members of the UMB community is Latinos Unidos. Latinos Unidos provides opportunities for Latino faculty, staff, and students to connect and share expertise to promote professional development and raise awareness of issues impacting the Latino/a community. We anticipate additional affinity groups will be created between now and the next diversity reporting cycle.

Students

Each of the Schools and central campus engage in a variety of efforts to improve cultural diversity. The campus continues to recruit diverse student, staff and faculty populations that embody the demographics of our nation. For example, spring 2019 enrollment data reveal that the diversity of our student population increased by 2% over the previous period. The following section will highlight examples of significant campus-wide initiatives during the 2018-2019 academic year focused on supporting underrepresented populations, advancing the intercultural competencies of all students, and student food security.

In February 2018, UMB administered the Education Advisory Board (EAB) Campus Climate Survey to students to understand and measure students' experiences, perceptions, and behaviors with respect to diversity and inclusion on campus. In Fall 2018, the results were shared with University and School leaders. During Spring 2019, the findings were presented and preliminary meaning making and action planning occurred with the following: Student Affairs Deans from the seven Schools, Division of Student Affairs/Campus Life Services staff, three open forums, and the University Student Government Association. Comprehensive action planning is occurring via a work group containing student, faculty, and staff representation from each School and central campus; with the Student Affairs Deans from each School during a retreat in May; and the Division of Student Affairs/Campus Life Services with the work concluding in July 2019. The campus published the presentation and infographic summarizing key findings on the UMB website. The infographic will be updated with key

initiatives and findings based on future administrations of the survey. UMB will administer the survey every two years, with the exception of the School of Social Work. Social Work will issue the survey every year because many students are enrolled in two-year programs.

A campus-wide multicultural center taskforce met between September 2018 and February 2019 to explore the need and focus of a "center" at UMB. The co-chairs, the Assistant Vice President of Student Affairs and a student, met with approximately 289 students during 10 meetings held with one or more student governing bodies or leadership groups within each School and the University Student Government Association. The taskforce learned about current diversity efforts through presentations given by individuals representing seven departments/initiatives and the Schools to avoid duplication of programming and services and to find opportunities for collaboration and synergy. The taskforce collected data from students, faculty, and staff via an online survey. In addition, we reviewed the resources offered by peer institutions and professional guidelines established for multicultural centers. A student work group provided additional insights. The taskforce recommended the creation of a taskforce and submitted the report to University leaders in February 2019 for consideration.

A campus food security committee administered a survey during the Fall 2018 semester to better understand and address food insecurity among our students. The student survey data and the food security committee generated a list of recommendations that we are implementing.

Staff and Faculty

The Human Resource Services (HRS) unit works closely with the Diversity Advisory Council and each of the Schools and administrative departments to further the goals of making UMB a more diverse and inclusive environment. In partnership with the DAC, HRS established a set of goals that included staffing and development action items. HRS also initiated the first ever campus-wide Climate and Engagement survey in 2016 and the follow-up survey in 2019.

HRS is committed to fostering a diverse and inclusive environment at the university. HRS operations span the university and through our people-related processes, we are able to collaborate to positively impact the experiences of both staff and faculty. We will continue to share data and best practices across the university and provide expert input in key areas, including staff and faculty training, organizational development, employee relations, and recruitment. In this regard, UMB has increased its efforts to recruit administrators with the expertise and lens to improve diversity outcomes throughout the institution. In addition, we demonstrate our commitment to diversity, equity and inclusion by seeking the most qualified candidates to fill positions regardless of race, gender, sexual orientation, or other under-represented designations. Consequently, senior leaders are diversifying their recruitment efforts to hire qualified individuals from underrepresented groups. For example, in spring 2018, UMB hired its first female chief of police and a female associate vice president for facilities and operations - males have always occupied these positions. Along with university leadership, HRS, institutional research, and the DAC are examining trends, evaluating survey results, and other metrics to inform our diversity efforts to positively impact our diversity and inclusion goals.

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 ten 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 disclosure, collect, classify and count crime reports, crime statistics and issue 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 are able to recruit and retain some of the best underrepresented 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 2,935 (44%) of the 6,678 enrollment total during Spring 2019. UMB awarded $2,653,078 in state funds to 436 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, the School of Nursing, BSN, The School of Medicine, Doctor of Physical Therapy, and the Department of Medical & Research Technology. Fourteen percent of the minority students enrolled in Spring 2019 received diversity state funding. Minority diversity differs based on the school/program.

2018-2019 Academic Year Diversity

Unit	Dollar Amount	Number of Students
School of Medicine - MD	$1,495,000	66
School of Dentistry - DDS	$ 422,000	87
School of Dentistry – BSDH	$ 5,300	1
Carey School of Law - JD	$ 350,117	33
School of Pharmacy - Pharm D	$128,575	53
School of Social Work - MSW	$127,018	50
Physical Therapy - DPT	$ 18,283	18
School of Nursing – BSN	$ 83,045	110
Department of Medical & Research Technology	$ 23,740	21
Total Awarded	**$2,653,078**	**436**

UNIVERSITY OF MARYLAND, BALTIMORE COUNTY
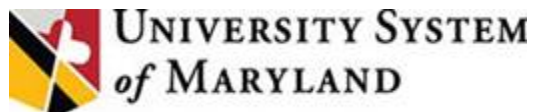
UNIVERSITY SYSTEM of MARYLAND

2018-2019
Institutional Programs of Cultural Diversity Annual Progress Report

Institution: University of Maryland, Baltimore County   **Date Submitted: 04/17/2019**   **Point(s) of Contact (names and email addresses): Beth Wells, bwells@umbc.edu**

Section I: Progress Report
UMBC's plan to improve cultural diversity, as well as its broad diversity goals and strategies, are outlined in its new 2019 Diversity Plan, submitted with this report. As a historically-diverse institution UMBC supports enhanced diversity both through pursuit of explicit diversity goals and through the ongoing business of the University (e.g., support of transfer students). The pages that follow delineate the granular level programs and metrics supporting diversity at UMBC.

Table 1: Reporting of Goals

USM Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, staff, and faculty. UMBC Goal 1 (from 2019 Diversity Plan): To ensure access to educational and employment opportunities for a diverse, student, faculty, and staff and community. UMBC Goal 2 (from 2019 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 and *Number of event attendees submitting admission application, admitted, and enrolled	Attendance for the Spring 2018 event: 38 students; 86 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 and *Number of event attendees submitting admission application, admitted, and enrolled	Attendance for the Spring 2018 event: 97 students; 296 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 2018, 3 students in Baltimore City and 4 students in PG County qualified for a CEO award. 93 admitted freshmen from Baltimore City and 241 from Prince George's County were offered merit awards ranging from $1,000 to $15,000 for each of four years of study. Of these, 23 students from Baltimore City and 48 from Prince George's County accepted, compared to 12 and 44 respectively for Fall 2017.	Additional outreach to the Superintendents/CEO's is needed to better identify qualified students who would benefit from the award.

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 contd… 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 2019, 7842 students indicated interest in UMBC. Of those, 1268 applied for admission, 810 were admitted. For Fall 2018 entering class, 7,026 students indicated interest in UMBC. Of those, 1,244 applied for admission, 871 were admitted and 661 were offered a scholarship. 318 Confirmed.	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 2018 for the 2019-20 application year. Twenty students and their families attended the event (a total of 48 attendees). All twenty 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 2018, the office provided more than 11 separate financial aid events at 10 area high schools, which included presentations as well as FAFSA completion forums. Over 400 students and families were served.	The OFAS will continue to make itself available to high schools and support programs to provide for financial aid education and FAFSA completions.
"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 *before* 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. 100% semester retention rate. Average fall 2017 gpa of participants is 2.9. Fall 17 Cohort first-year retention rate (n=11) = 100%, Average first-year GPA 2.666 (as of 9/25/18)	Recruiting more first-generation students to participate in the Golden Ticket program. Automate the communication process and modes of communication (over time) to allow for better business continuity practices. Create more targeted reports to address metrics associated with the program. Consider a follow up program to check in on students throughout the semester, particularly those who
		In Summer 2018, 13 students and their families participated in the Golden Ticket pre-orientation advising. One student deferred admission. 11 out of the 12 students were retained from first semester to second semester. One student did not return - 91% semester retention rate. Average fall 2018 gpa of participants is 2.775.	demonstrate the need for additional support.

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
Faculty Diversity and Faculty Development Center - Continued Implementation and Expansion of UMBC STRIDE	In AY 18-19, STRIDE offered our campus-wide focused conversation series and our target consultations to departments and search committees. Met with academic deans, the URM Executive Committee, and other faculty groups informally to discuss progress and needs. 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.	In AY 18-19, STRIDE offered the following workshops from our Recruitment Series: 1) Developing and Effective Diversity Hiring Recruitment Plan (September/May), 2) Developing Shared Evaluation Criteria (November), 3) Best Practices for Reducing Implicit in Application Review (November), 4) Best Practices for Inclusive Interviewing (December/February). STRIDE also offered a new Retention conversation, Best Practices for Welcoming New Faculty (April). STRIDE also consulted with all of the searches in our College of Engineering and Information Technology for AY 18-19. In October 2018, STRIDE presented at the University of California Long Beach Faculty Diversity Retreat.	Continue the expansion of our work with our STEM searches. Develop more conversations around retention. Continue the dissemination of our work to internal and external audiences. 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	Conversion of postdocs from Cohort V into tenure track positions. Engagement with College of Engineering and Information Technology.	Converted 5 of the 7 fellows from Cohort IV to tenure track positions at UMBC. Implemented on-boarding training for mentors, chair, support staff and postdocs. Implemented streamlined reporting process, which includes semester Faculty Development Plans, and End-of-Semester Progress reports for postdocs and mentors.	Expansion of the postdoctoral fellowship or a similar model into the College of Engineering and Information Technology. Assessing Cohort V in preparations for Cohort VI (2021-2023).
	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.	Developed a Postdoctoral Fellowship Brochure for recruitment. Will welcome three new fellows for Cohort V (2019-2021).	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.
Pilot of CNMS Natural Sciences Pre-professoriate fellowship	Successful hiring of pre-professoriate fellows in the current Physics and Chemistry and Biochemistry searches. Conversion of current pre-professoriate fellow in Biological Sciences to Assistant Professor. Successful hiring of two pre-professoriate fellows in Biological Science and Chemistry and Biochemistry.	We successfully hired a Pre-Professoriate fellow in Biological Sciences in 2017. We also hired a URM Assistant Professor from the Biological Sciences applicant pool. This academic year, we have two new searches in Physics and Chemistry and Biochemistry.	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.

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
Graduate School - Recruitment: Summer Horizons Program– co-sponsored by the Graduate School at UMBC; USM PROMISE: Maryland's AGEP; 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
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 was 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
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.	$64,750 in scholarships awarded in FY19; 23 scholars + 5 affiliates are part of program. Program assessment was conducted in Fall 2017 to include survey and focus groups. Overall participants reported that the RWS Program had a positive impact on different aspects of their lives, including financial support, personal care, and sense of community.	Better programming, advising, and support for this scholars program and outreach to more adult learners not affiliated with scholars program. The program evaluation specifically identified creating better outreach to campus departments and provided unique messaging and support for USG students.
1-1 Support for Students, Faculty and staff related to sexual violence, relationship violence, stalking, race/racism, LGBTQ issues, pregnancy, mental health, food insecurity (the Women's Center is a Retriever Essential food pick-up location) etc.	Track daily usage rates of this service; follow up 1-1 meetings by sending email to individual asking for feedback on the experience.	In FY19 (through 4/9/19) staff have recorded at total of 273 1-1 conversations with students, faculty and staff: 112 1-1 conversations with students and F/S related to sexual misconduct (several of these conversations have been reported to the Title IX Coordinator); 61 1-1 conversations with students/faculty/staff related to mental health; 51 1-1 conversations with students/staff/faculty related to LGBTQ issues; 13 related to race/racism.	Increase continued awareness about this critical Women's Center service; increase staffing in order to also meet the increase in numbers.

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
Meyerhoff Scholars Program - During the AY 2018- 2019, there were a total of 7 staff and 281 students from the Meyerhoff Scholars Program.	Demographic data for the number of students in the Meyerhoff Scholars Program.	281 students enrolled for the 2018-2019 academic year, of whom 67% are African American, 15% Caucasian, 8% Asian, 9% Hispanic, 0.5% Native American and 0.5% Pacific Islander.	
Maintain high GPA and Retention rates in STEM.	Retention Rate since the inception of the Meyerhoff Program 1989 Average GPA of Current Meyerhoff Scholars	Historical Retention Rate – 88% (84% URM) Average GPA – 3.40 (3.31 URM)	Maintain high expectations and guidance with staff and peer advising.
Graduating students for the academic year 2018-2019 placement.	Number of Graduates Number of Graduates placed in Graduate and Professional Degree Programs	Graduates – 62 Placement into Graduate and Professional Programs – 50 (81%) (64% 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 – 312 (74% URM) Total MD/PhDs – 59 (88% URM) Total Degrees – 847 (74% URM)	Every year more students are graduating from programs all across the country. Give support and advising to current Alumni.
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 bachelor's degree.	We have 40 slots with 20 juniors and 20 senior year. We measure graduation rate, STEM major and acceptance and matriculation into graduate MDPhD and PhD programs. In 2018 of the 24 graduates 12 enrolled in PhD or MDPhd programs (50%).	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.
CWIT: Increase the participation and success of female and URM undergraduates in engineering and information technology.	Demographics of incoming cohorts, GPA, graduation rate	Incoming fall 2018 CWIT scholar cohort (13 students) was 92% female and 23% URM. Incoming fall 2018 Cyber Scholar cohort (15 students) was 60% female and 40% URM. Overall GPA of current CWIT Scholars is 3.46 and of current Cyber Scholars is 3.62. Overall 6-year graduation rate for CWIT Scholars is 68% and for Cyber Scholars is 93%.	Recruitment and selection processes are under review to incorporate best practices to yield more URM scholars accepting our offers.
We have secured a NSF grant aimed at increasing the diversity in COEIT majors by supporting transfer students from Maryland community colleges. It supports the T-SITE Scholars program.	Demographics of incoming cohorts, GPA, graduation rate	Incoming fall 2018 T-SITE scholar cohort (8 students) was 50% female and 38% URM. All had financial need. Overall GPA of current T-SITE Scholars is 3.46. Overall retention rate in computing and engineering for T-SITE Scholars is 100%.	Recruitment processes are under review to incorporate best practices to increase the number of eligible applicants.
We conduct two events each year, Cyber 101 and Bits & Bytes, aimed at high school girls thinking of studying technology, with the goal of reinforcing that interest and recruiting them to UMBC and CWIT.	Demographics and numbers of participants	This year, Bits & Bytes served 20 girls, 6 of whom (30%) were from under-represented minorities. Cyber 101 served 21 girls, but demographic data is not available.	We continually assess and improve the effectiveness of these outreach programs.

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
Sherman STEM Teacher Scholars Program – increase URM students. For students pursuing elementary certification, opened up allowable majors to non-STEM, Education Department approved majors	Number of students who matriculate into the program from year to year	This is our baseline data: 2007-2016 (N=11; 100% STEM majors) – 18% URM 2016-2018 (N=18; 28% STEM majors) – 50% URM	Continue to recruit a diverse group of students committed to urban education and STEM content integration in the elementary classroom

Table 2

USM Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus. **UMBC Goal 3** (**from 2019 Diversity Plan**):To provide conditions for personal success. **UMBC Goal 4** (**from 2019 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: • **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--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 2018 SSI workshops focused on science communication, preparation for leadership, and academic success.	In 2018, 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.
Human Resources- Diversity Session: Disability as Diversity on the Job (HR Diversity Learning Track; 10/23/2018)	Learn more about what disability, the interactive process, and accommodation are about, as well as challenges that affect the connection with campus resources in this dynamic session. Providing reasonable accommodation is part of UMBC's core value, and the Office of Accessibility and Disability Services staff has designed this training to explain the process and offer expert guidance.	12 attended (12 staff)	66.67% of respondents rated overall course content above average and 33.33% average. Attendees recommended more group conversation.
Intercultural Development (HR Diversity Learning Track; 03/04/2019)	This theory-based workshop provides UMBC staff with an opportunity to explore the concept of inclusive excellence within the framework of intercultural development. During the workshop, participants will explore basic and intermediate concepts related to intercultural communication and develop skills designed to improve their interactions across cultural difference our own biases as well as illuminating and effectively confronting those of others.	9 attended (5 staff, 4 faculty)	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
Race in the Workplace, Parts 1 & 2 (spring 2019)	Two sessions, including a keynote speaker and a discussion co-facilitated by Allison Manswell and Brett Kirkpatrick, dives into the topic of Race in the Workplace and detailed concepts of organizational culture shift and career development for people of color. It includes an opportunity for participants to have their questions about race answered in a safe environment.	35 (34 staff , 1 faculty) attended keynote and 23 (21 staff, 1 faculty, 1 student) attended discussion	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: • 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
Human Resources contd.. 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; and 11.11% 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.
Student Affairs (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	56 students attended the Spring 2019 conference compared to 76 in spring 2018. Received the "Best Practices in International Education" award for this work at the 2019 NASPA Annual Conference.	Continue to increase student participation.

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 is being evaluated	Data to demonstrate where progress has been achieved /indicators of success	Areas where continuous improvement is needed
Student Affairs (Campus Life-Mosaic) – Safe Zone Program Workshops on sexual orientation, gender identity, and LGBTQ Allyship	Use participant post workshop evaluations that include Likert scale and open-ended questions	Participants reported that the training offered a safe place to learn. Allowed participants to understand the root meanings of various concepts, specifically related to romantic orientation and gender identity.	Increase visibility of and attendance in workshops through targeted promotion to student orgs, offices and depts.
Student Affairs (Campus Life-Mosaic) Paw Talks Series - An interactive, cultural sharing experience highlighting diverse speakers from around the country.	Use participant, post workshop evaluations that include a Likert scale and open-ended questions.	Quantitative: Average satisfaction rating of 4.46/5 across all events up until 04/05/19. Qualitative: Example of PawTalks participant answer to "What did you like most about this event?": "Queenearth and J were very accessible and welcoming. I love creating space at UMBC to really talk about queerness and race."	Seek out more student org and faculty/staff partners to expand the size and diversity of student audiences
Student Affairs (Res Life): Held several trainings for professional and paraprofessional staff focused on lessening hate crimes and reporting (Behind Closed Doors, Code for Conduct and Res Hall Policy Training, University Police Response Training, etc.).			Ongoing development around metrics and evaluations process for training
Student Affairs (Campus Life) Campus Life Student Staff Training-Cross-Cultural Communication and Interaction.	Post-training evaluation administered to measure: Satisfaction; Knowledge of identifying one facet of their identity; Recognizing how one's own identity impacts their work; Identifying tips for using inclusive language.	92% of participants reported being able to identify tips for making language more inclusive; 92% report they can identify one facet of their own identity; 90% of participants reported they understand how their identity impacts their work.	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.,
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.)
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.

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 is being evaluated	Data to demonstrate where progress has been achieved /indicators of success	Areas where continuous improvement is needed
Student Affairs – (Professional Staff Development) Staff Development workshops and training including Understanding Islam and Working with Muslim Students, Growing Up Trans, Black America Since MLK video showings and discussion, Disabilities and Counseling, Restorative Practices, Mental Health First Aid, Cross Cultural Facilitation Training, Disability Services Webinar, Safe Zone Training, Access for Mental Health Conditions, Collegiate Recovery Programs, Title IX Response, Behaviors of Concern.	Meeting attendance tracked and surveys administered to determine results of learning outcomes	Over 90% of survey responses indicate meeting learning outcomes. 90% of exit interviews with exempt and nonexempt staff indicate that access to and attendance at staff development opportunities were important to their experience at UMBC. PMP data	Routine communication from departmental staff about topical areas needed and requested.
Student Affairs (Athletics) - RISE Campus Conversation and survey for staff and students co-sponsored with the America East Conference a solution-orientated conversation focused on bringing Retriever Athletics and campus community together to identify strategies to help advance diversity, equity, and inclusion initiatives on campus, discuss misconceptions, and determine positive strategies for change.	Staff, student and community attendance to conversation; survey distributed by America East Conference	Over 35 staff, community members, students and student athletes in attendance; America East will be compiling data from the surveys and sharing with the respective institutions	Continuing to make Spread Respect and RISE events/surveys a part of the ongoing conversation and experience for staff and students
PHED 202 Curriculum for first year student-athletes on topics of diversity and inclusion	End of semester course evaluation	In progress	Continue to create opportunities for student athletes to engage in conversations around diversity and inclusion.
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.
Women's Center One-time events on variety of issues related to diversity and cultural awareness (e.g. Trans In College Panel, Trans Visibility Film Screening, Knowledge Exchanges; Take Back the Night, etc.)	Event surveys/assessment; Attendance uploaded to myUMBC participant data in order to access better data about students using these programs.	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) (FY18 data since FY19 is not available as of yet) 93% of TBTN 2018 respondents reported increased understanding of sexual assault, and 70.2% indicated increased knowledge of resources available (n=57) (TBTN 2019 data not available as of yet)	Continue to increase campus community participation and awareness of these events; for larger events increase the evaluation participation rates

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 is being evaluated	Data to demonstrate where progress has been achieved /indicators of success	Areas where continuous improvement is needed
Women's Center contd.. - 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); Women in STEM; and We Believe You (for survivors of sexual violence); Beginning in March of 2019, Women's Center re-launched Telling Our Stories Project which provides opportunities for women of color to debunk stereotypes and share personal narratives about themselves	Attendance and observation rubrics completed by group facilitators; Attendance for Between Women and WOCC uploaded to myUMBC participant data in order to access better data about students using these programs. No data has been collected as of yet on relaunch of TOS	Observation rubrics indicate participants consistently indicated feelings of campus-based engagement, belonging, or empowerment as a result of group discussion and membership; Between Women moved from meeting every other week to once a week due to increased/consistent attendance	Attendance at some of these discussion-based programs vary and are often inconsistent and may benefit from more formal assessment to help re-shape or brand this programming; Spectrum programming moved from 1-time events since group meetings happen in Counseling Center and through LGBTQ Student Union and therefore a rebranding of this program needs to be considered
Week-long initiative dedicated to social justice + diversity called Critical Social Justice (CSJ) (co-sponsored by 18 other campus departments and offices)	Post-event participant surveys administered to measure: satisfaction; knowledge gained; ability to use knowledge and skills; and confidence to use knowledge and skills; Program Evaluation conducted by graduate psychology student in Fall 2017	Data from 2018 post-event surveys indicated 47.2% reported a better understanding of specific social justice issues; 57.5% reported gaining Strategies for engaging in activism; 48% reported a better understanding of social justice overall; 45.7% reported gaining a commitment to engaging in inclusive excellence (n = 172). The overall theme from the program assessment was the CSJ participants firmly believed that CSJ is an important campus initiative.	A common theme from the program assessment was the lack of awareness from the campus community about CSJ from select campus groups/constituents.
Skill-based workshops for faculty, staff and students. Most requested workshops are Supporting Survivors of Sexual Violence and workshops related to micro aggressions	Workshop surveys Supporting Survivor workshop is a pre/post survey	Participation numbers continue to increase for Supporting Survivors of Sexual Violence workshop FY18 = 190 participants FY19 (through March) = 252 (excludes several mini trainings and campus-wide mandatory Title IX training in which Women's Center director presented content from the Supporting Survivors workshop) In FY18 Supporting Survivors workshop participants report feeling on average 22% more confident in their ability to create a survivor- responsive campus (FY19 data not yet available)	Limited capacity to present workshops due to a small staff; With increased attention on sexual violence this year at UMBC, staff was unable to provide as many workshops on other topics; Women's Center is receiving more requests to advise and support training for staff around gender pronouns and trans inclusion.

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 is being evaluated	Data to demonstrate where progress has been achieved /indicators of success	Areas where continuous improvement is needed
Women's Center contd… 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	Participation numbers continue to increase. FY18 = 190 participants FY19 (through March) = 252 (excludes several mini trainings and campus-wide mandatory Title IX training in which Women's Center director presented content from the Supporting Survivors workshop) In FY18 Supporting Survivors workshop participants report feeling on average 22% more confident in their ability to create a survivor-responsive campus (FY19 data not yet available)	Continue expanding content availability to a greater number of students, faculty, and staff to attend our workshops; more trainers

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Item 3:

USM Goal 3: Provide a statement regarding the process for the reporting of hate-based crimes as consistent with federal requirements under Clery, **UMBC Goal 3 (from 2019 Diversity Plan**): To provide a culture of safety, inclusion and respect.

The UMBC Police have 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. Lastly a mass email notification is sent to the community notifying them of the incident.

DIVERSITY PLAN
UMBC
April 2019

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 and for the quality of the academic and campus community. Founded in 1966, UMBC is a selective, historically-diverse, public research university with a total student enrollment of 13,767 for Fall 2018. Diversity is defined at UMBC in its fullest scope, embracing not only racial and ethnic groups and individuals who are or have been underrepresented in higher education, but also including religious affiliation, sexual orientation and gender identity, disability, foreign nationality, non-traditional student status, and other important characteristics.

UMBC's first Diversity Plan was written in 2009, in response to a state mandate. The original plan articulated four overarching diversity goals for UMBC. Over the intervening years, UMBC's wealth of diversity initiatives has deepened and grown, while the four overarching institutional goals have remained constant. The 2019 Diversity Plan for UMBC retains the four overarching UMBC diversity goals and integrates them with the two guiding diversity goals from USM, as required in the Diversity Report UMBC is mandated to submit annually.

In development of the 2019 plan, UMBC has integrated the broad diversity scaffolding with the specific, diversity-related goals from UMBC's recent strategic plan to form part one as the core of the plan. It is anticipated that part one of the 2019 Diversity Plan will warrant review for possible updating in 2024. Part two of the 2019 Diversity Plan is the annual update portion. This portion of the plan integrates the specific, diversity-related strategies (identified for 2018-2020 and continuing from 2016-17 and 2017-18) from UMBC's 2018 strategic planning implementation document. It is anticipated that part two of the Diversity Plan will be updated annually--as needed and based on continued implementation of UMBC's strategic plan--at the time UMBC develops its annual Diversity Report.

Finally, it is important to note that UMBC frequently implements its plans for diversity through programs executed in the normal course of daily operations of the University, without designating them as diversity programs. For example, a large proportion of UMBC's transfer students are persons of color. Because UMBC is strongly committed to ensuring the success of its transfer students, UMBC actively supports the racial and cultural diversity in its student population through programs that support transfer students. Because UMBC has thus woven many of its diversity programs into the fabric of how it supports all students, faculty, and the campus community, some of the initiatives included in part two of this plan may not include descriptors such as "diversity" but are nevertheless an important part of UMBC's ongoing plan for supporting and enhancing cultural and racial diversity at UMBC.

Overarching Diversity Goals of USM and UMBC

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

> UMBC Goals:
> 1. To ensure access to educational and employment opportunities for a diverse, student, faculty, and staff community
> 2. To encourage and support individual development and advancement
> 3. To provide conditions for personal success

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

> UMBC Goal:
> 4. To provide a culture of safety, inclusion and respect

PART I

Core Diversity Plan, 2019-24

Excerpts from *Our UMBC, A Strategic Plan for Advancing Excellence* that support and advance USM's and UMBC's overarching diversity goals

Strategic Plan Preface

With this plan, our UMBC community focuses on strategic steps toward the next level of inclusive excellence. The plan honors our founding commitment to serve the citizens of Maryland and welcome people of all backgrounds into the life of the university. It builds on our achievements as a selective, public research university strongly connected with the economic and civic life of the Baltimore region and the State of Maryland.

University Mission

UMBC is dedicated to cultural and ethnic diversity, social responsibility, and lifelong learning.

University Vision

Our UMBC community redefines excellence in higher education through an inclusive culture that connects innovative teaching and learning, research across disciplines, and civic engagement. We will advance knowledge, economic prosperity, and social justice by welcoming and inspiring inquisitive minds from all backgrounds.

FOUR FOCUS AREAS OF STRATEGIC PLAN

Focus Area One: The Student Experience

Strategic Goals

Leverage the strength of UMBC's compositional diversity by increasing the cultural and global competencies of all students.

Supporting Objectives

3.1 Develop communities of practice that deliberately focus on developing skills, attitudes, and experiences that promote global and cultural competency. Consider adding global and cultural competency as the fifth area of student competency.

Students can clearly articulate how interactions and connections with diverse people on campus can translate to their lives and careers post-graduation.

3.2 Increase significantly the diversity of tenure-track faculty.

Aggressively recruit and retain underrepresented minority faculty with the goal of increasing the diversity of UMBC faculty to, at a minimum, mirror the diversity of UMBC's student population.

3.3 Research student perceptions of staff diversity to better understand the effects of staff compositional diversity in the student experience and guide staff diversity priorities.

Conduct an assessment of and develop recommendations concerning the impact of staff compositional diversity in the student experience.

5.1 Improve student services

FOCUS AREA TWO: Collective Impact in Research, Scholarship, and Creative Achievement

Primary Goal

Elevate UMBC as a nationally and internationally recognized research university strongly connected with the economic and civic life of the Baltimore region and the State of Maryland. The key drivers in achieving this goal are: creating an inclusive environment for faculty, students, and staff developing excellence in new intellectual frontiers; and fostering multidisciplinary and inter-institutional approaches that build research across the campus.

Strategic Goals

1. Potential focus areas for the development of multidisciplinary scholarship, creative activity, and research excellence include, but are not limited to, environmental studies, health, national security, data science, and civically engaged and global/transnational scholarship

2. Increase UMBC's research prominence through sustained investment in faculty and staff hiring, retention, and development.

Supporting Objectives

2.1 Recruit, support, promote, and proactively retain a more diverse, research-active faculty at both the junior and mid-career levels to build research capacity, productivity and excellence.

Support significant, sustained growth in ethnic, racial, and gender diversity among tenure-track faculty and exempt and non-exempt staff.

2.2 Attract a highly diverse graduate student body, based on UMBC's national model of undergraduate diversity and success.

2.4 Increase the number of faculty, in all disciplines and interdisciplines, with national and international reputations for the quality and impact of their scholarship or creative activities*.*

FOCUS AREA THREE: Innovative Curriculum and Pedagogy
Supporting Objectives

1.2 Increase the size and diversity of full-time faculty and their engagement in first- and second-year student learning experiences.

Steadily grow the diversity of full-time faculty.

FOCUS AREA FOUR: Community and Extended Connections

Primary Goal

To build, nurture, and extend connections with diverse internal and external partners to enrich campus life, local neighborhoods, the state, and the surrounding region.

Strategic Goals

Promote a campus-wide culture that recognizes, supports, catalyzes, and celebrates collaboration and partnerships with groups at the local, state, regional, national, and international levels, including the K-12 education system.

Supporting Objectives

1.1 Adopt a common framework of best practices for developing and maintaining community connections and partnerships that includes ways to recognize and reward community connections and community-engaged scholarship.

Increase the number and quality of community connections.

Increase engaged scholarship and learning.

3.5 Better communicate availability of campus services and events to community

PART II

2019 Annual Update to UMBC Diversity Plan

Excerpts from UMBC's *Strategic Plan Implementation Document, August 2018*, that support and advance USM's and UMBC's overarching diversity goals

FOUR FOCUS AREAS AND FOUNDATIONS OF STRATEGIC & IMPLEMENTATION PLANS

Selected from Next Steps for 2018-20 and continuing initiatives from 2016-17 and 2017-18

FOCUS AREA ONE: The Student Experience

The Student Experience 2.1

- Continue to support the MOU Data Sharing agreement with feeder schools, to improve experiences of transfer students (IRADS)

- Continue to implement STEM Transfer Student Success Initiatives (CNMS)

- Continue to implement BUILD Initiatives/Hill-Lopes Scholarship to support students placed at high risk (CNMS)

- Continue to increase participation in the Summer Bridge Program through enhanced marketing and the newly established Retriever Jumpstart Scholarship (UAA; EM)

The Student Experience 3.1

- Expand Interact - a pilot program designed to develop basic listening and interaction skills to help first year students navigate culturally diverse contexts - to all first year residence halls (SA)

- Participate in the American Council on Education 2018-2020 Internationalization Laboratory, a cohort-based program that will enable UMBC to further develop the international dimensions of our strategic plan

- Participate in MIEC retreat and plan activities for AY 2019

- Develop an updated vision for diversity and inclusion in COEIT (COEIT; CWIT)

- Expand New Student Orientation "Dawg Days" optional excursions to include "Dawg Days Abroad" to introduce new students to the many benefits of study abroad (EM; IES)

- Transition Study Abroad Fair to Global Opportunities Fair to encourage student participation in both on- and off-campus global learning programs (IES)

- Continue to expand New Student Orientation "Dawg Days" optional excursions to include "Dawg Days Abroad" to introduce new students to the many benefits of study abroad (EM; IES)

The Student Experience 3.2

- Conduct 10 more searches from the multi-year hiring plan (CAHSS)

- Conduct searches for the next cohort of Pre-Professoriate Fellows (CNMS, COEIT)

- Conduct searches for the next cohort of new Postdoctoral Fellows for Faculty Diversity

- Where appropriate consider conversion of current Postdoctoral Fellows for Faculty Diversity and Pre-Professor Fellows to tenure-track positions

- Conduct assessment to respond to issues related to staff diversity and student experience

- Continue to support the five-year initiative to promote diversity and inclusion in the humanities through a grant from the Andrew W. Mellon Foundation (CAHSS; Dresher)

- Continue to bring in and support international professors, researchers and scholars to UMBC via the US Department of State's Exchange Visitor Program (IES)

The Student Experience 3.3

- Develop the work plan of the Director of Inclusion in Student Affairs, to assess and respond to issues related to staff diversity and student experience (SA)

The Student Experience 4.1

- Continue to work with the International Student Exchange Program, a study abroad consortia, to help students study abroad for about the same cost as studying at UMBC (IES)

The Student Experience 5.1

- Implement an online immigration case management system for international students (IES)

- Hire an additional advisor to increase access to international student support services (IES)

- Continue to offer a financial literacy introductory session as part of our mandatory new student orientation program

- Continue to provide Financial Smarts Cash Course to hundreds of students

- Continue to pilot the "Financialsmarts Grant," a program designed to encourage financially neediest students to complete our online financial literacy course (EM; FS)

The Student Experience 5.3

- Expand promotion of arts and culture events to students

- Continue to develop intercultural development workshops and simulations for faculty and staff (IES; HR)

The Student Experience 5.4

- Continue to expand the 'Study Abroad Ambassador Program' to fall and spring semester study abroad programs (IES)

FOCUS AREA TWO: Collective Impact in Research, Scholarship, and Creative Achievement

The Student Experience 3.2

- Conduct searches for the next cohort of new Postdoctoral Fellows for Faculty Diversity

- Where appropriate consider conversion of current Postdoctoral Fellows for Faculty Diversity and Pre-Professor Fellows to tenure-track positions

- Launch Request for Proposals for multi-disciplinary ILSB-related convergent research initiatives

Collective Impact in Research, Scholarship, and Creative Achievement 1.2

- Explore ways to leverage the Federal Work Study Program to support more diverse student participation in undergraduate research (EM, UAA)

- Continue to explore ways to leverage the Federal Work Study Program to support more diverse student participation in undergraduate research (EM, UAA)

FOCUS AREA THREE: Innovative Curriculum and Pedagogy

The Student Experience 3.2

- Conduct searches for the next cohort of new Postdoctoral Fellows for Faculty Diversity

- Where appropriate consider conversion of current Postdoctoral Fellows for Faculty Diversity and Pre-Professor Fellows to tenure-track positions

FOCUS AREA FOUR: Community and Extended Connections

Community and Extended Connections 1.4

- Continue to prepare local high school students from low-income and first-generation college backgrounds to succeed in higher education through the Upward Bound Program

- Continue to work with the "Math Coach" program we launched at Lakeland Elementary Middle School (UAA)
- Staff, students, and faculty continue to play a leadership role in Breaking Ground Imagining America

Community and Extended Connections 3.2

- Develop partnerships with other arts and culture organizations in Baltimore (CAHSS)
- Continue to work with the Choice Program at UMBC which was chosen by Starbucks to be the community partner for their new Baltimore City opportunity cafe under construction in East Baltimore

- Continue to establish the Sherman Center for Early Learning in Urban Communities to improve STEM, literacy, and mathematics education in early childhood

- Continue to partner with Northrop Grumman Foundation and Northrop Grumman Mission Systems to create the new Lakeland Community and STEAM Center

- Continue to implement a professional development program for math teachers at Lakeland Elementary Middle School and expand it to four other schools in Baltimore (UAA)

Community and Extended Connections 3.4

- Continue to offer Summer Enrichment Experiences (SEE) program to 273 K-12 students on campus (DPS)

- Continue to enhance the Office of Extended Learning to offer additional programs for youth and adults, including Summer Enrichment Experiences, Home Visitor Program, How Girls Code, and Maryland Leadership Workshop (DPS)

Community and Extended Connections 3.5

- Continue to develop the website on Race, Equity, Inclusion, & Justice to provide a calendar of relevant events, a list of courses, and links to campus resources (CAHSS)

- Continue to develop the Diversity & Inclusion website to share our institutional values, resources, and policies (OIA)

<u>FOUNDATIONS</u>

- Support transfer students by 1) re-purposing a vacant admissions line for transfer student recruiting, 2) dedicating consulting resources in the PeopleSoft 9.2 upgrade for transfer credit evaluation, 3) hiring a full-time transfer credit evaluator, and 4) piloting EAB's Transfer Collaborative Tool (EM; DOIT)

The processes for reporting and investigating hate crimes are outlined in the annual Diversity Report.

UNIVERSITY OF MARYLAND, COLLEGE PARK

UNIVERSITY SYSTEM of MARYLAND

2018-2019
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT TEMPLATE

Institution: _____University of Maryland, College Park_____ **Date Submitted:** _____4/17/19_____

Point(s) of Contact (names and email addresses): ____Cynthia Edmunds, Interim CDO, cedmunds@umd.edu_____

Total Document Length excluding Appendices: 10 – 12 pages

Section I: Progress Report: §11-406 of the Education Article states that each public institution of higher education 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.

Summary Statement of your institution's plan to improve cultural diversity. (2-3 pages max)

2018-2019 marked another year of transitions at The University of Maryland, College Park due to external scrutiny and internal process improvement. As the University swiftly implemented the recommendations of external athletic review boards, President Loh faced another challenge with turnover in the Office of Diversity and Inclusion. Moving quickly, President Loh appointed Cynthia Edmunds interim CDO in August upon the resignation of Roger Worthington and his return to the faculty. The President's charge to Interim CDO Edmunds was to identify actionable steps following from recommendations of the Joint Task Force on Inclusion and Respect, the External Review, and the Campus Climate Survey. Additionally, she as the leader of the Office of Diversity and Inclusion (ODI) was to develop a comprehensive communications program to fully capture and promote the full breadth of diversity, equity and inclusion activities within UMD; finally, President Loh tasked Interim CDO with preparing ODI for the inaugural Vice President of Diversity and Inclusion (VPDI).

Interim CDO Edmunds asked ODI to review all of the documents produced in recent years related to equity, diversity, and inclusion (EDI) at UMD. The synthesis of 500+ pages of information and recommendations yielded a clear consensus as to where UMD should/could focus on enhancing EDI. These were: Collaboration & Coordination of diversity and inclusion efforts across campus, Resource Allocation, Leadership & Accountability, Communication, Training & Development (visual included in the Appendix).

During all of the transitions, including personnel changeover and status shifts (ODI, MICA, ADVANCE, UHR, and others), resource availability, and other changes that occur during the regular course of academic life, offices, units, departments, and colleges continued to provide direct services to students, faculty, staff and the community to improve cultural diversity, enhance personal experiences, and foster a sense of belonging.   The Self-Study Report in the Appendix provides a comprehensive overview of equity, diversity, and inclusion efforts at UMD.   Also in the Appendix is the External Review that provides an analysis of UMD by expert observers who used multiple investigatory research techniques to gather a deeper view of what is currently being done at UMD and what opportunities remain to be explored.   The University has already acted on one recommendation, namely to elevate the role of CDO to VP and expediently conducting a thorough search leading to the selection of VPDI Dodd.

The major goals outlined in the Strategic Plan (included in the Appendix) of the University remain unchanged and units continue to work towards them; the short-term goal of selecting a new VPDI has been met with the selection of Dr. Georgina Dodd. VPDI Dodd will take up her position in June 2019. Her initial plan of action includes a listening program wherein she will meet with a broad range of campus constituents to learn what matters to them, what they see as issues – and strengths – and what they offer to UMD. She will also have responsibility for collaborating with colleges on localized DI efforts; the short-term goal remains to fully understand the breadth of EDI activities on campus, to vigorously promote them, and to analyze their impacts. She will be supported in her efforts by the work done by ODI and the campus in the past few years.

Areas of emphasis for UMD remain unchanged from previous years and are reflective of Goals 1 and 2 of this report. UMD aims to:
- Improve recruitment and retention of under-represented faculty;
- Improve recruitment and retention of under-represented minorities, with specific attention to African-American students. Recent data provided by enrollment services and IRPA reveal a multi-year, downward trend in application, acceptance, and matriculation rates;
- Provide support and outreach to campus community members to increase opportunities for academic and social success, improve well-being, and foster a sense of belonging as a Terp.

The tables below highlight some of the efforts UMD makes towards achieving these goals. Unfortunately, it is not complete, and UMD does not currently have a systematic process to capture all of its EDI initiatives and efforts. This challenge has been identified by President Loh and assigned to ODI to solve with the assistance and support of Strategic Communications and other units as necessary.

While this report catalogs broadly many successful and visible efforts, there are many other similar efforts within individual colleges or departments that (as of this year) do not automatically get credited in this report because UMD does not have an official, centralized data collection point or process. Creating that mechanism and process will be crucial short-term goals for UMD to achieve within the next few years under the leadership of VPDI Dodd.

Areas of Success:

- Successful VPDI search
- Implementation of Hate Bias Program Response Protocol
- Creation of Enrollment Action Committee , a cross campus partnership to study and improve African American student numbers
- Second Thriving Survey underway (April 2019) following 2 years of positively shifting work-life perceptions on campus
- Campus Climate Survey report (April 2019) provided additional reinforcement of findings of Joint Task Force Report and External Review.
- Successful Director of OCRSM search
- Reorganization of the Counseling Center to provide additional mental health services to students

During this year of tremendous challenge, UMD continues to improve equity, diversity, and inclusion (EDI) efforts. Established efforts continue such as the President's Commissions on Disability, Ethnic Minority, LGBT, and Women's Issues, and new initiatives continue to be envisioned and actualized. UMD continues to move towards its strategic diversity goals and meeting challenges with pragmatic optimism.

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 19-20 of Transforming Maryland in the appendix)*

 Format: Bulleted, succinct descriptions of major initiatives and strategies are ideal; additional narrative is not necessary.

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
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: • Education about the college application process • Recruitment • A holistic application review process • Special program and merit scholarship review and selection and, • Yield efforts	The primary metrics to evaluate progress are: • 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	From Fall 2017 to Fall 2018, the percentage of incoming first-year students who are underrepresented minorities decreased.	We will continue to learn from what the environment presents and adjust our strategies during periods where numbers are not increasing. We have experienced great success in attracting talented and diverse students to the university over time. We anticipate periods when the numbers may not increase, and at times may even dip

			because of unforeseen factors. As we are currently experiencing one of those periods, we are redoubling our recruitment efforts while we continue to learn and adjust our strategies.
Graduate School initiatives include the following: • 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	The primary metrics to evaluate progress are: • Tracking for the last five years of URM students from initial application to admissions to enrollment	From 2017 to 2018, we have seen an increase in overall graduate student enrollment with a slight increase in URM enrollment.	• 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
Academic Achievement Programs (AAP), recruitment and retention programs in support of low-income and first- generation students. Specific programs include the following: • Student Support Services/Intensive Educational Development program	The primary metrics to evaluate progress are: • Survey Monkey questionnaires and other evaluation forms	(Data gathered separately by USMD per Report Instructions)	• Examine closely AAP students' attitudes and student's actual performance

• McNair Post-Baccalaureate Achievement Program • Educational Opportunity Center • Educational Talent Search • Summer Transitional Program	• Addressing academic, personal, and behavioral problems		
University of MD Incentive Awards Program, recruitment and ongoing support of economically disadvantaged students from Baltimore City and Prince Georges County.	The primary metrics to evaluate progress are: • 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.)	• First-year retention rate: 95% • Six-year graduation rates: 85% (both equal to all UMD students)	• 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: • First-year retention rates • Retention and graduation rates (compared to non-CSS participants)	CSS has served 378 Scholars since 2007. Cohorts 2007 through 2009 achieved a one-year retention rate of 90% Cohorts 2010–2017 had an overall one-year retention rate of over 90%. The average six-year graduation rate for 2007-2011 cohorts are as follows: Cohort 2007 a six-year graduation rate of 100% Hispanic Male CSS students higher by 8.23%. Black or African-American CSS students higher by 19.78 Black and Hispanic Male CSS students 3.5% higher than UMD student population, including non-minority students.	• 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
OMSE Tutorial Program for STEM-related courses with high D, F and W grades – aimed at retention of students of color.	The primary metrics to evaluate progress are: • Number of Sessions	• Estimated 1000+ hours tutoring sessions were provided.	• Additional resources (personnel and material) to support our

	• Demographics of tutees	• Individual and group sessions • Estimated over 600 students attended large review sessions	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
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.	The primary metrics to evaluate progress are: • IRPA's 6-year graduation rates	(Data gathered separately by USMD per Report Instructions)	• Identifying students in need of support earlier in their matriculation at Maryland
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: • 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	The primary metrics to evaluate progress are: • 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)	• Review of annual retention data shows that since 2010 fewer women assistant professors have resigned 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 more than 77 search committees from 40 departments on strategies to	• 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

• Research and Evaluation: Sharing of recent social science research on workload, academic careers and diversity with campus and via publications • 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		mitigate implicit bias in hiring and attract a diverse applicant pool • There is a slight increase in URM hires among pilot searches • Pre/post surveys indicate faculty found training helpful Financial commitments in recognition of the ADVANCE Program's success 2015-2020: • Office of the Provost • Office of Diversity & Inclusion • Research Office • All 12 colleges	
▪ **University Human Resources (UHR)** supports the recruitment and retention of underrepresented staff and faculty populations through its Affirmative Action Program. The program provides innovative and efficient human resources services and solutions. Promoting an environment of inclusion, trust, and respect	The primary metrics to evaluate progress are: • Staff and faculty composition and employment and promotion transactions (used to identify Problem Areas and Placement Goals)	UHR will analyze Prior Year Results (appointments, promotions, terminations) to measure progress.	• Enhanced Affirmative Action efforts will be made in identified Placement Areas throughout the hiring process

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

Timeline for meeting goal within the diversity plan: *No Timeline specified in 2010 plan*

Format: Bulleted, succinct descriptions of <u>major</u> initiatives and strategies are ideal; additional narrative is not necessary.

Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: • faculty and staff cultural training programs;	Metrics to measure how progress of each initiative/strategy is being assessed.	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed

• curricular initiatives that promote cultural diversity in the classroom; and • co-curricular programming for students.			
Diversity Training and Education (DTE) within the **Office of Diversity & Inclusion (ODI):** Training Program (Staff, Students, and Faculty).	Learning Outcomes: • Engagement with colleagues on issues of diversity, equity, and inclusion using intergroup work • Ability to engage and maximize in healthy and ethical ways the differences in identity, ideology, and experience in our community Measurements of success: • Number of trainings delivered and number of participants • Satisfaction surveys	• Responded to consistent stream of requests for trainings • Met all requests that offered flexibility in terms of scheduling • Facilitated majority trainings on discussing diversity, differentiation between diversity and inclusion, implicit bias, and tailored training. • Partnered with multiple offices and departments across campus to deliver training.	• Longitudinal assessments especially for one-time trainings • Expansion of the skill-based practice within the trainings • Stronger series for supervisors • More trainers for program to be sustainable and to meet increasing need • Peer education opportunities
DTE Intergroup Dialogue Program (WEIDP), courses in race, gender, immigration, disability, sexuality, among other topics – the largest group of cultural competency course offerings.	The primary metrics to evaluate progress are: • Survey designed specifically for WEIDP completed by each student at the end of each course • Numeric Data	Academic Year 2018-19: Number of Dialogues: 30 Number of Students:210 Number of Facilitators: 81 Survey Response Rate: 88.89%	• Increase partnerships • Ongoing review of course content • Continuous improvement of facilitator training • Continuous outreach to increase the diversity of students enrolled • Expansion of undergraduate, junior facilitation opportunities and engagements • Continued faculty/staff dialogue opportunities
Lesbian, Gay, Bisexual, and Transgender (LGBT) Equity Center within **ODI**	The primary metrics to evaluate progress are:	• Educational materials reaching over 15,000 people/year	• More intentional outreach to units not currently engaged

Multiple initiatives spanning support and sponsorship of groups, learning programs, leadership development, and community engagement-outreach **Rainbow Terrapin Network Program**, a campus-wide network of staff faculty, and students committed to LGBTQ+ inclusion and social justice. **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. **One Year Project** features programming geared towards LGBTQ+ and allied students who are in their first year at UMD **Quelcome** campus-wide welcome event for all LGBTQ and allied staff, faculty, students, and alumni to welcome new students, foster networking, and to showcase some of the resources and opportunities on campus or in the community. **Q Camp** LGBTQ+ Community-Building Retreat for University of Maryland, College Park Undergrads **Lavender Graduation** recognizes an important milestone in the lives of our LGBTQ+ and Allied graduates. Each LGBTQA+ graduate will receive a rainbow tassel and a certificate of achievement. This event also provides an opportunity for our community to come together and honor those among us who have worked to make College Park a better place for LGBTQ+ people. **Lavender Leadership** honor society celebrates and develops leadership for LGBTQ+ social justice	• Number of individuals attending programs • Learning outcomes for in-person trainings and events assessed by survey • Website analytics • Numbers of materials distributed • Evaluations	• About 45 units actively engaging with self-assessment of good practices • In-depth online and in-person trainings reaching ca. 500/year • About 1,600 individuals receiving a presentation by the peer educators each year •About 2,000 individuals participating in LGBTQ programming	• Continuous updating of all materials and practices to reflect current good practices • Recording of all student queries to shape the content of the course/training for the subsequent year
Multicultural Involvement and Community Advocacy (MICA) advises and supportss more than 100 identity-basedstudent organizations; coordinates the seven campus-wide celebration of history/heritage/pride theme months; provides opportunities and spaces that affirm students and their identities; builds inclusive communities	The primary metrics to evaluate progress are: • Attendance • Marketing and collateral distribution•Internship E-Portfolio •Course Reflections	MICA's efforts supporting history/heritage theme celebration months included: • APA Heritage Month, Black History Month, Latinx Heritage Month, Pride Month	•Expanding assessment of long-term student involvement •Outreach to academic-focused identity-based student organizations

among diverse member and creating social change locally, nationally, and globally. Offerings include: **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. **MICA Community Organizing Student 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. **MICA Monologues Series**, an annual series of Monologues which speak to issues of identity in several of the communities that the office supports. **MICA TOTUS Spoken Word Experience** is a credit-bearing experience that will help you explore marginalized identities and silenced voices in and through poetry to spark dialogue and action around identity, social justice and lived experience. The underlying goal of TOTUS is to promote a greater understanding of social justice through spoken word poetry by examining self and society in relation to systems of power and inequality.	•Social Media Engagement •Learning Outcome Survey and Focus Groups: • **sense of belonging** • **educational empowerment** • **social consciousness** • **organizational management** • **resilience** • **intercultural & intra-cultural interaction** • •	Native American Indian Heritage Month, Multiracial Herittage Month, and Women's History Month • Programs offered during 2018-'19 academic year reached over 5,000 students, faculty, staff and visitors on the UMCP campus. • Over 50 individual students participated in MOSAIC Retreat and 9 Interns planned more than 10 peer-education events •More than 400 hours of advising provided to student organizations and individuals students	•Outreach to less engaged student population
Nyumburu Cultural Center – **Black Male Initiative (BMI)**, a Black Men's Leadership Series. **NewsBreak**, Weekly Civic Engagement Forum for Undergraduate Students.	The primary metrics to evaluate progress are: • 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	Regular meetings held with consistent attendance for all of Nyumburu Cultural Center initiatives. Multiple student testimonials attesting to success of BMI, NewsBreak and other special programming.	• 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, better assessment of impact

Office of Civil Rights and Sexual Misconduct (OCRSM) Required online training for students, staff, and faculty. Live training programs include: Accessibility & Disability at UMD; Responding Effectively to Discrimination and Sexual Misconduct; and for students specifically, Sexual Misconduct. OCRSM also participates in outreach and awareness programs with Campus Partners.	The primary metrics to evaluate progress are: • Training completion rates • Number of presentations and outreach events provided	Undergraduate Student Sexual Misconduct Training: • Undergrads: 92% completion • Grad Students: 71% completion • 90+ trainings delivered	• 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.
Office of Diversity & Inclusion (ODI) – Grants, support for diversity programming and cultural awareness across campus.	The primary metrics to evaluate progress are: •Provision of funds to encourage and make possible diversity- themed efforts by others on campus	• Co-sponsorship of over 25 different diversity-themed events or initiatives across the campus • Over $52,000 disbursed for a wide variety of initiatives supporting greater cultural awareness	• Increase awareness of ODI support and sponsorship
ODI - Hate Bias Response Program • Provided training to faculty, staff and students on Response Protocol • Provided outreach and support to individuals and communities impacted by hate bias incidents including **Circles** support group. • Developed and implemented online reporting system	• Requests for training • Increase in awareness of Protocol • Ongoing monthly support group Circles • Availability of Hate Bias Incident Log	• Over 30 trainings reaching 1000s of campus community members • Regular attendance at **Circles**	• Increased personnel to meet the UMD need for HBRP • Incorporation of Restorative Justice principles

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

UMD Hate/Bias Response Protocol (adopted 2018)
➢ **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.**
  ▪ 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.**
  - 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.

Clery Act Requirements:
The Hate Bias Response Program Manager in coordination with UMPD follows Clery guidelines for reporting hate bias incidents annually in the ASR in accordance with procedures outlined by the US Department of Education. Per FBI policy, the Hate Bias Response Program Manager may also report hate crimes on a case by case basis to the FBI.   Policy guidance available here: https://www2.ed.gov/campus-crime/HTML/pdf/cs_hate_crimes.pdf.

Section II: Appendices

- Institutional Plan (Transforming Maryland: Expectations for Excellence in Diversity and Inclusion)
- Self-Study Report
- Consolidated Recommendations Visual
- External Review

Equity, Diversity, & Inclusion at the University of Maryland
Self-Study Report

This study provides an overview of the current state of equity, diversity, and inclusion (EDI) at the University of Maryland in College Park. It is supported by the Report of the Joint President/Senate Task Force on Inclusion and Respect, a Preliminary Report of the UMD Campus Climate Study conducted in February 2018, a Report on Diversity Assets at UMD, a Human Resources Strategist Report on the current needs of the Office of Diversity and Inclusion (ODI) at UMD, and the proposed FY19 base budget for ODI.

Contents

Background

The University of Maryland College Park was founded in 1856 as the Maryland Agricultural College. Like other institutions of higher learning at the time, it was created to benefit the sons of landowners. As Maryland was a slave state, many of those landowners also owned slaves. Indeed, of the twenty-four original trustees, sixteen were slave owners (Steven, 2011). The student body began to become a bit more diverse in the 1870s with the admission of male international students primarily from Latin and South America. One of the most notable early international students was Pyon Su, class of 1891. He was the first Korean to receive a degree from any American college or university. Non-black women were first admitted in 1916 concurrent with the institution's renaming as Maryland State College. In 1920, the college became part of the existing University of Maryland. The first black students were admitted in 1951 despite the "separate but equal" stance of then President Harry Clifton "Curley" Byrd (president, 1936-1954).[1] The first African American member of faculty, M. Lucia James, began in 1955 and continued working with classes until her death in 1977 (umdarchives, 2015).

Desegregation did not begin in earnest until 1977 when a federal appeals court ordered Maryland colleges to speed up the process (Barnes, 1977). Though more slowly than we would wish, the University continues to become a more diverse and inclusive institution. We have sought to transform the campus into a national leader on issues of EDI. Evidence of our national stature was manifested in 1998 with the publication of the *Diversity Blueprint: A Planning Manual for Colleges and Universities,* published by the University of Maryland with the Association for Colleges and Universities (Office of Human Relations Programs, University of Maryland, College Park, 1998). More recently, UMD received the 2015 Higher Education Excellence in Diversity (HEED) Award from *INSIGHT Into Diversity* magazine, and for over five years running, we have been recognized by Campus Pride as among the "best of the best" LGBTQ-friendly campuses (Seabolt, 2015).

Leadership

Many dedicated members of the campus community have guided the progress of EDI. The most notable have been four exceptional leaders beginning with Dr. John Slaughter (chancellor, 1982-88). Slaughter was one of the first African American chancellors of a major state university. He challenged the campus to become a "model multiracial, multicultural, and multigenerational academic community" (Holter, 1983). Under his leadership, the university moved from being an institution focused on compliance to an academic community that pro-actively addressed diversity.

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[1] The football stadium at College Park was named for Byrd when it was built in 1950. His name was stripped from the stadium in 2015 to remove one of the most prominent symbols of a painful aspect of campus history. President Loh explained that the effort was not intended to "purge history," but to find a "principled compromise." Byrd's name is now memorialized in one of the campus libraries (Wenger, 2015).

Among his many accomplishments, Dr. William E. Kirwan (president, 1988-98) led the institution's defense to a legal challenge of 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 was a first step in developing the now wide-spread use of the diversity rationale to advance affirmative action goals in higher education (Synnott, 2005).

Dr. C. D. Mote, Jr. (president, 1998-2010) built on earlier accomplishments and expanded on the focus of our commitment to diversity. He sponsored programs that reach into Maryland communities with large numbers of disadvantaged students and created pipelines for these students to obtain an affordable college education. Graduation rates of students from all racial/ethnic backgrounds grew with substantial progress in closing the achievement gap. He championed the rights of LGBT people with aggressive support for domestic partner benefits, and established family-friendly policies and programs to help faculty, staff, and students balance academic, work, and family responsibilities ("Dr. C.D. 'Dan' Mote, Jr.," 2016).

Dr. Wallace D. Loh (president 2010-present) continues in the tradition established by his three immediate predecessors. During his tenure, the first strategic plan for diversity was adopted, the position of chief diversity officer (CDO) was created, and diversity officers were established in each of the colleges and divisions. On July 6, 2017, Loh announced that the position of CDO would become a vice president. "A VP for Diversity and Inclusion indicates a major institutional commitment of effort and resources…" (Loh, 2017b). In an interview with the Baltimore Sun, Loh spoke of $3.8 million for new diversity measures (Campbell, 2018).

Offices that Promote EDI

A variety of units promoting EDI have been established over the years. The first unit with a broad, campus-wide, multidimensional mission for EDI was the Office of Human Relations Programs (1971). It has evolved over time and is now the Office of Diversity & Inclusion (ODI). Today, ODI is considered a department with three sub-departments. They include the Nyumburu Cultural Center (1971), the LGBT Equity Center (1998), and Diversity Training and Education (2017). Diversity Training and Education (DTE) evolved from an interim version of what was the Office of Human Relations Programs and the current ODI.

Other important units focused on diversity with campus-wide responsibilities have included the Office of Multi-Ethnic Student Education (1971), Accessibility & Disability Service (1977), the Maryland Incentive Awards Program (2000), and the Multicultural Involvement and Community Advocacy Office (2006). As the dates suggest, each of these units was established in response to concerns raised at the time of their founding, but there was no overarching vision or plan into which they fit. They were also scattered into different administrative structures within the university. Today, the Office of Multi-Ethnic Student Education (OMSE) and the Maryland Incentive Awards Program (IAP) are located in the Office of Undergraduate Studies. Accessibility & Disability Service (ADS) is part of the Counseling Center. The Multicultural Involvement and Community Advocacy Office (MICA) is within the Stamp Student Union. While collaboration

between units is encouraged, accountability and reporting flows to the heads of the units where these various offices are located in the institution. These units are all mentioned in the 2010 diversity strategic plan (Diversity Plan Steering Committee, 2010).

In addition to these units, others may not have a specific focus on diversity, yet they serve a high proportion of students of color, economically disadvantaged students, and others with identities protected by law and university policy. This would include units such as Academic Achievement Programs in the Office of Undergraduate Studies. Many of these are cited in the Report on Diversity Assets at UMD.

Most recently, students have called for an indigenous cultural center, a Latinx cultural center, and an increase in the number of designated prayer spaces on campus for Muslim students (Hughes, 2016). An increase in resources for additional identity groups is not new. This is particularly true for a Latinx center, community resources for people with disabilities that go beyond compliance, and a Women's center.[2] Given the highly decentralized nature of existing resources, it is difficult to know where any new resources should be placed or even who should be responsible for attending to these needs or overseeing accountability assessments to measure impact and progress to broader institutional goals and objectives.

Within the colleges and divisions, there is a multitude of additional units and other ongoing efforts in support of EDI. Many of these are detailed in the Report on Diversity & Inclusion Assets at UMD. Like the campus-wide efforts, these were typically created in response to local specific needs with accountability and reporting within their respective colleges and divisions. Collaborations vary widely and may include the involvement of campus-wide units, but collaborations across major organizational boundaries is less frequent.

Diversity in the Curriculum

Interdisciplinary programs have been part of the university since at least 1945 when the American Studies program began. Other academic programs focused on social identities have been established over time. They include African American Studies (1969), 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), and U.S. Latino Studies (2007). These programs and the courses they offer are indispensable for any comprehensive academic institution and UMD's offerings are highly regarded.

These areas of scholarship are interdisciplinary by their nature and frequently involve a small cadre of core faculty within a specific department along with many more affiliate faculty from other departments. Courses taught by affiliate faculty tend to be cross-listed with the program

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[2] Luke Jensen has been aware of these efforts over the last twenty years. In particular, requests for support of Latinx students and students with disabilities were submitted to the Moving Maryland Forward Grant Program while he was chair. Some of the proposals were not funded primarily because there was no logical "home" for the resources.

and the academic home of the faculty member. Affiliate faculty may also play a role in any conferences, symposia, lecture series, etc. These collaborations are concentrated in the colleges of Arts and Humanities, and Behavioral and Social Sciences. There are few structural organizational incentives or supports specifically designed to foster collaborations that extend beyond their academic home, and in some ways the decentralized framework of the institution may be prohibitive of such collaborative partnerships.

Undergraduate students have had a General Education diversity requirement since 1990. Today, the requirement consists of six credit hours. Students must complete two Understanding Plural Societies courses (3-6 credits), or one Understanding Plural Societies course (3 credits) and one Cultural Competence course (1-3 credits). In cultural competence courses, students are required to think about their own culture and how it compares with others, and they must negotiate across cultural difference. Plural societies courses are more about systems and structures. It could all be very theoretical or completely historical. For example, Classics course, CLAS311 Inventing Ancient Greek Culture, is an understanding plural societies course.

Current Context

Diversity plan

The University published its first strategic plan for diversity in 2010 (Diversity Plan Steering Committee, 2010). The core of the plan included a set of recommendations in six categories. They were a) leadership, b) climate, c) recruitment and retention, d) education, e) research and scholarship, and f) community engagement (see Appendices for a copy of the 2010 Diversity Plan). The Diversity Plan triggered the creation of the position of CDO, but the first hire was made as an associate vice president reporting directly to the provost rather than the recommendation of the 2010 Diversity Plan for the CDO to be a vice president reporting directly to the president (p. 14). President Loh has recently announced the elevation of the CDO to the level of vice president along with new resources to support the Office of Diversity and Inclusion.

Kumea Shorter-Gooden was appointed as the first CDO in 2012 and served until January 2017. Dr. Shorter-Gooden was instrumental in the creation of diversity officers in each of the colleges and divisions as called for in the plan (p. 15). This important achievement began the process of building a more robust infrastructure to address issues of diversity and inclusion.

Responsibilities for implementation as outlined in the plan were pushed from the CDO, provost, and president, to the separate colleges and divisions. Diversity officers regularly provided goals and plans for implementation of the plan within their separate units, but there was no annual progress report posted on the university website, and the individual reports from the colleges and divisions were not shared publicly (pp. 27-28).

Shorter-Gooden resigned in January 2017. Cynthia Edmunds became the interim CDO in January until Roger L. Worthington was appointed beginning on July 6, 2017.

Troubling campus incidents

In recent years, a number of troubling campus incidents have occurred with a negative impact on campus climate. They include a 2015 racist, sexist email by a member of a fraternity on campus. The email became public. The administration expressed indignation and anger over the language while stressing free speech rights. Many students felt frustrated. They believed that condemning speech without also punishing those who expressed it did not go far enough (New, 2015).

In May 2016, there was an incident involving the University of Maryland Police that played out against the national discussion on police violence against African Americans. On May 21, campus police received a call about a party at an apartment complex on campus. The 911 callers reported a potential fight and underage drinking. It was later determined that the call was retaliation by non-UMD students who had been denied entry into the party. At the scene, the two officers initially spoke with people in the parking lot who pointed them to the party claiming there were weapons inside. When they arrived at the party, the hosts assured the officers that there was no fight and there were no weapons. The situation escalated to the point that the police used pepper spray. The Prince George's County Fire and EMS Department arrived on the scene and they attempted to treat partygoers who came into contact with the spray. The police felt that crowd control around those being treated was becoming difficult. Once again, they used pepper spray to disburse the crowd. Chief David Mitchell later stated that the use of pepper spray did not adhere to department standards and added, "We should have handled the situation with more diplomacy" (Thomas, 2016).

The number and intensity of incidents grew rapidly after the 2016 presidential election. Posters promoting a white supremacist group appeared on campus in December (Moyer, 2016). Alarmed at this development and the outcome of the election, a coalition of 25 student groups came together as ProtectUMD. They presented a list of 64 demands to the university (Hughes, 2016). While President Loh responded by praising the students' engagement and passion, he noted that work was already underway to advance progress on some of the demands whereas other demands were dismissed as misguided and inappropriate for campus action. Some students found his reaction inadequate (Loh, 2017a).

On April 27, 2017, a noose was found in one of the fraternity houses on campus (Wells, 2017). Reports mention that it was found by a black chef in the kitchen of the house. The news sparked a student march and sit-in protest (Limon, 2017). Frustration among students on campus were raised because the perpetrator(s) was/were never charged with a criminal act or violation of the conduct policy, and the fraternity was never sanctioned either.

About 3:00 a.m. on May 20, 2017, 2nd Lieutenant Richard Collins III was murdered on our campus. Lt. Collins was about to graduate from Bowie State University, an Historically Black College or University (HBCU) about 12 miles from College Park. He was visiting friends at UMD and was waiting for an Uber when he was attacked. Sean Urbanski, a student at UMD, was charged with the murder, which was elevated to a hate-crime charge three months later. News

of the murder shocked and traumatized the campus and made national headlines ("Opinion | A Murder at College Park," 2017).

Many saw the murder as indicative of the campus climate. For example, students, especially students of color, took a slogan that had been associated with UMD Athletics, "Fear the Turtle," and voiced their experiences on Twitter. "I had straight As in HS but more than once YT [white] classmates have told me I am only here bc of affirmative action #FearTheTurtle." "Turned away from a frat party because I'm Black #FearTheTurtle." "When your story of sexual assault is not taken seriously #FearTheTurtle." And so on (Higginbotham, Byrne, & Donlan, 2018).

Against this backdrop, during the first week of classes in the fall of 2017, an email exchange became public between a professor teaching a mock trial class and one of his coaches. The coach sent an email to the instructor (who also happened to be her father) to inquire about whether to admit one or more Latino students into the mock trial class following auditions, stating, "There were three (obviously) Latino students who came; 1 was mediocre, two were pretty bad…but we have almost no Latino students on the team. If I were to rank purely on performance, I would probably only take one of them. Should I take 2? All three? None have mock trial experience" (Silverman, 2017). The email was accidentally sent to all students in the class, and one of the students (who had been identified as "mediocre") posted the email to Twitter, resulting in an uproar on campus, in part because it occurred during the first week of classes of the semester that followed the murder of 2nd Lt. Collins (which occurred the previous May). The instructor and the coach were both asked to step down from teaching the course. However, there was extensive media coverage of the incident, some of which included OP-ED articles defending (or criticizing) the actions and reputations of the coach and instructor as "affirmative action."

Also, during the Fall 2017 semester, the Diamondback student newspaper published an article quoting the Title IX Coordinator and the UMPD as providing two different numbers for reports of hate-bias incidents on campus (27 from the Office of Civil Rights and Sexual Misconduct but only 15 from UMPD). Strategic Communications attempted to explain the discrepancy in a statement issued to the Diamondback and the campus, stating that the two offices had different criteria for taking reports. The issue came quickly following the release of a new hate-bias protocol and the announcement of a search for a new program manager for hate-bias response by the Office of Diversity and Inclusion.

Actions following the murder of 2nd Lieutenant Richard Collins III

When Lt. Collins was murdered, an active search for a new permanent CDO was well underway. Given the now more urgent need, President Loh and Provost Rankin made a special plea for Roger Worthington to accept the job, promising to elevate the position to the rank of Vice President (Loh, 2017b). Professor Worthington was chair of the Department of Counseling, Higher Education and Special Education in the College of Education. A nationally recognized scholar on diversity in higher education and a former CDO at the University of Missouri, he had deep expertise and experience as both a scholar and a practitioner. He had been co-chair of the

search committee and issued several conditions before considering the request. Ultimately, he accepted and became Interim Associate Provost and CDO on July 6, 2017. On September 7, 2017, he spoke of the urgency of the work, citing the murder of Lt. Collins and a white supremacist rally at the University of Virginia. He outlined ten concrete early steps needed to strategically and methodically assess and improve EDI at UMD (Worthington, 2017).

Substantial progress has been made with Worthington's outline. The list and the April 2016 state of each follow.

- Joint Task Force on Inclusion and Respect – the final report became public on April 17, 2018 (included in the materials for the site visit team) and recommendations to be presented to the University Senate on April 24, 2018.
- Rapid-response campus team to assist victims of hate and bias on campus – the membership of the team has been established; the leader of this team, Program Manager for Hate/Bias Response, a newly created position, to begin on April 20, 2018.
- New UMD Student Leadership Council for Diversity, Equity, and Inclusion – first meeting was held November 16, 2017; subsequent meetings have been delayed.
- Reinvigoration of the President's Commission on Disability, Ethnic Minority, LGBT, and Women's Issues – convening of the respective chairs occurred in the Fall 2017, and meetings with two Commissions (Racial-Ethnic and Disability) also occurred in the fall.
- Dialogue and discourse on diversity and inclusion – a consultant was contracted to meet with campus leaders of dialogue programs at UMD and has submitted a draft proposal for the a new Campus-wide Difficult Dialogues Initiative; resources have been set aside in ODI to provide funding for the new initiative once it has been announced.
- New Center for Diversity and Inclusion in Higher Education (CDIHE) – established in the summer of 2017 under the leadership of Roger Worthington as the executive director and Candace Moore as the director; two post-docs have been hired along with staffing support from CHSE and two part-time graduate assistants; the CDIHE has convened a national thought leaders conference in January and begun planning to co-host a conference in October with the Difficult Dialogues National Resource Center.
- Campus-wide external benchmarking and review of diversity and inclusion programs, activities, and resources – site visit April 25-27, 2018, with final report expected in May.
- Campus Climate Study – data collection in February of 2018 with a preliminary report of findings now available (included in the external review materials) and a final report expected in June.
- Revision of Diversity Strategic Plan – to be informed by the Joint Task Force, the external review, the campus climate study, along with additional campus voices; scheduled for 2018-19 academic calendar year.
- Black History and the University of Maryland: A Campus Landmark Walking Tour – self-guided version went live online in February at http://umd.edu/blackhistorytour; in-person, guided tours available beginning on April 28, 2018. Developed in collaboration with Dr. Kim Nickerson.

It is important to underscore that these steps are not an end product. Rather, they are intended to provide data and recommendations for moving forward.

ODI was and is seen as a central organizing unit for issues of EDI for the entire campus. As the data and recommendations come in from a variety of sources (e.g., Climate Study, Joint Task Force Report, HR Strategist Report, External Review Report), ODI will need to expand dramatically to undertake the many new responsibilities coming on top of existing ones. At its height, there were at least eight full-time positions plus graduate assistants and occasional contractual employees. Yet in August 2017, the unit had only two full-time staff, the CDO and an Executive Administrative Assistant, and a small cadre of graduate assistants, a couple contractual employees, and additional staff on overloads or administrative adjustments. We began our work by backfilling existing positions, a task that remains incomplete.

President Loh recognized almost immediately that additional resources would be needed if UMD was to adequately address the many issues of EDI that were raised in the wake of the murder. Initially, he committed $100,000 to ODI to begin working toward a campus-wide response. In January, he spoke of $3.8 million set aside for new diversity measures in an interview with the Baltimore Sun (Campbell, 2018).

Overview of Self-study Process

The need for campus-wide external benchmarking and review of diversity and inclusion programs was publicly stated in an email by Worthington to the entire campus on September 7, 2017 (Worthington, 2017). In order to complete a self-study in a timely manner, we decided to begin with the map of Diversity, Inclusion, Equity and Social Justice Assets created by Kevin Allison the previous spring. Allison was an American Council on Education (ACE) Fellow working with President Loh. The map came at the request of Cynthia Edmunds, Interim CDO from January through July 5, 2017. It was the first attempt, at least in recent years, to provide an overview of these assets across campus. We understood Allison's map as an excellent effort. It may not have captured everything, but it did include the major elements.

The map is organized thematically rather than where the various assets are physically located within the university. Identifying organizational location was the first task. We next determined which units should supply additional information. These included academic programs, research units, student support and services, community engagement, and a few others. We did not include some of the of the safety and governance units such as the Department of Public Safety and the ombuds officers. Having identified the units and programs, we then determined the information that would be useful and should be readily available or easily obtained.

On February 2, the requests for information were sent to nearly sixty (60) different campus units, with a deadline of February 23 to submit the data. Given the type of information, we felt a short turnaround was reasonable. It would also encourage brevity.

Most reports arrived on time, several required an extra effort to obtain, and a few never responded. The reports vary considerably in the amount of data and the level of detail. Assisted by three graduate students, we summarized the reports. We attempted to impose some degree of uniformity, but the variety from one report to the next caused variations in the summaries. Allision's map, the organizational structure showing the institutional home for each asset, the assets arranged thematically, and the summaries of the reports are found in the appendix, Report on Diversity Assets at UMD.

The report of the Joint President/Senate Task Force on Inclusion and Respect is complete and will be presented to the University Senate on April 24. Given the visibility of their work and the importance to EDI associated with their recommendations, their report is also included in the appendix.

The third item in the appendix is a preliminary analysis of the data collected in a climate survey deployed earlier in the 2018 spring semester. It is followed by a report from our human resources consultant with information on backfilling positions and projecting needed new positions. Finally, ODI's budget request for fiscal year 2019 (beginning on July 1, 2018) is included.

In sum, the materials for the external review team includes the following:

1. Overview and brief analysis
2. Report on Diversity Assets at UMD
3. Report of the Joint President/Senate Task Force on Inclusion and Respect
4. Preliminary Report on the climate survey conducted during the spring 2018 semester
5. Report from human resources strategist

Brief Analysis

The Report on Diversity Assets at UMD was produced by Kevin Allison from Virginia Commonwealth University during his ACE Fellowship with President Loh during the 2016-17. It was the first and most comprehensive attempt to map our campus diversity assets in the history of the institution. This self-study report, building on the work of Dr. Allison, takes the work to another stage in the process of our campus-level review of EDI efforts at UMD. The report submitted by the external review team will then advance the work to yet another level by offering conclusions and recommendations based on a comprehensive review of EDI assets never before attempted in this institution.

In collecting data from the various EDI assets, we were struck by the variety of assets and their wide distribution within the institution. The quality of many diversity assets is made evident in the individual reports, while others are already highly respected and known to be valuable to the university by their reputation. Even so, the perspective gained from this exercise is only the beginning of any comprehensive understanding of EDI work at UMD. Simply gaining an overview of these efforts is a formidable task. When individuals who are actually engaged in EDI

work at UMD struggle to gain a comprehensive understanding of what we have and what we do, it is no wonder that others are unaware and do not know where to turn to learn more. Other reports underscore the general issue of "not knowing."

The missions of EDI units run the gamut. Those with the broadest responsibilities tend to be located in the Office of the Provost, in the Office of Undergraduate Studies, and in the Division of Student Affairs. Those in the colleges tend to be generally aligned with fields of study included within their particular college.

There are extremely few articulations of how EDI units relate to one another, or an overarching mission or vision of the university. This theme was also articulated in the recently released Joint President/Senate Task Force Report:

- Diversity programming is not comprehensive and does not have a broad overarching vision.
- There is a lack of coordination between campus units and no central source of information, making it difficult to find information on current diversity and inclusion programming and resources.

One is struck by missing data regarding programming. Both traditional academic programs and so-called nonacademic EDI units and initiatives were asked to provide the name and a brief description of each of their programs. We also asked for the goals or objectives of each and the number of participants. For the nonacademic EDI units, we also asked for key indicators of success. Sometimes, a goal or objective could be gleaned from the description. Numbers were reported sporadically. Relatively few provided key indicators of success. There are many possible reasons why a unit failed to report these data. One could fairly conclude that such data were either not easily assembled, or they simply didn't exist. The sheer number of reports coupled with our aggressive timeline precluded returning to the various units for clarification.

One cannot fairly ascertain from the report summaries precisely which units did not supply all the requested data. For example, the Office of Civil Rights and Sexual Misconduct, and the Lesbian, Gay, Bisexual, and Transgender Equity Center both provided very long and detailed responses. These data were omitted in the process of summarizing due to the exceptional length of their reports. While essential in evaluating the individual units, omitting that data in these cases seemed reasonable for this report due to the overall paucity of these data and the consequent inability to provide any global analysis.

The reports provide an impressive list of key collaborations with off campus entities. UMD is connected to a wide variety of community and scholarly organizations with both our academic and nonacademic EDI units. Collaborations within the university are fairly predictable. Academic units included in this study appear to be dependent on traditional units for affiliate faculty and cross listing of courses. They are concentrated in two of the colleges. Collaborations across major organizational boundaries are less frequent. Nonacademic units also collaborate in fairly predictable ways. Research centers collaborate with related academic units. There is at

least one exceptional example of wide ranging collaboration in this category, the Consortium on Race, Gender and Ethnicity (CRGE). While CRGE is exceptional in the breadth of collaborations, it could be predicted given the interdisciplinary mission of CRGE. Overall, research units appear to be a bit less siloed than academic units, yet still relatively insular.

Collaborations of other types of nonacademic units are also somewhat predictable. There are many examples of EDI units collaborating primarily with other EDI units. One notable exception is the Lesbian, Gay, Bisexual, and Transgender Equity Center which has established liaisons with units as diverse as the University Career Center and The President's Promise, and the Department of Resident Life. These established relationships may explain why Campus Pride highly rates UMD for being among the most LGBTQ+ friendly institutions of higher learning in the United States (Seabolt, 2015).

Surprisingly, there are instances where a lack of collaboration is indicated. For example, there are three (3) different initiatives in support of black male students. They are in the Nyumburu Cultural Center (NYUM) reporting to ODI, the Office of Multi-Ethnic Student Education (OMSE) reporting to Undergraduate Studies (but which formerly reported to ODI until 2017), and the Student Success Initiative within the Office of the Vice President for Student Affairs. NYUM did not cite OMSE or the Student Success Initiative under collaborations. OMSE did not provide any information on collaborations. We are left to wonder if the different programs work in concert or in competition with one another.

Similarly, there are a handful of dialogue programs on campus, including Common Ground (Resident Life), Words of Engagement Intergroup Dialogue Program (WEIDP; Office of Diversity and Inclusion), in addition to a dialogue program run by the Clarice Performing Arts Center, and others. These programs were developed in different units across campus, for different purposes, to serve different constituents, and operate from differing conceptual frameworks, but pursue similar goals, but in the absence of collaborative partnerships and without recognizable communication between the organizers. The Office of Diversity and Inclusion has begun working toward the establishment of a campus-wide dialogue initiative that could bring together these disparate programs under the framework of a Campus-wide Difficult Dialogues Initiative. Under this conceptual framework there will be an effort to build collaborative partnerships that have the capacity to broaden the scope of work on dialogues across campus and increase the impact—building an initiative that will be greater than the sum of its parts. The need for this initiative has also been highlighted by one of the findings and one of the recommendations of the Joint President/Senate Task Force Report:

- Faculty and staff do not have the tools necessary to facilitate dialogue on issues of hatred and bias in the classroom and in the workplace.
- Develop a comprehensive prevention and education initiative on diversity, inclusion, and respect for all members of the campus community that includes content areas such as implicit bias, cultural competency, bystander intervention, and civic engagement. The initiative should draw upon expertise from campus scholars and should be administered by the Office of Diversity & Inclusion (ODI). (p. 24)

During the 2017-2018 academic year, courses fulfilling the Cultural Competence requirement were offered by twenty-four different programs with unique prefixes (e.g., ENGL for English, AASP for African American Studies, etc.). Understanding Plural Societies were offered by thirty-eight programs. These are programs rather than departments as one department may have more than one program (e.g., Women's Studies, [WMST] and Lesbian, Gay, Bisexual, and Transgender Studies [LGBT] are both programs in the Department of Women's Studies). As mentioned above, many of these courses are cross-listed. For example, courses in African American, Asian American, and LGBT literatures appear as both English courses and courses within the programs focused on those particular groups. Typically, the home for the course is in the more traditional academic unit, in this case English.

Data from Testudo, UMD's online schedule of classes, collected in February 2017, show the following number of seats available, the number assigned, and fill rate for all general education courses offered during the 2017-2018 academic year (minus summer courses). For cross-listed courses, each seat is counted only once.

All Diversity General Education Courses, 2017-2018

Fall 2017	offered	issued	fill rate
Cultural Competency Courses	921	773	83.93%
Understanding Plural Societies Courses	7,767	6,524	84.00%

Winter 2018	offered	issued	fill rate
Cultural Competency Courses	175	110	62.86%
Understanding Plural Societies Courses	1,104	664	60.14%

Spring 2018	offered	issued	fill rate
Cultural Competency Courses	875	747	85.37%
Understanding Plural Societies Courses	6,780	6,298	92.89%

While the fill rate may indicate sufficient seats for the diversity requirement, a deeper analysis would likely show that the summary numbers alone do not tell the whole story. Also, the impact of this requirement on a broader diversity agenda would also require a deeper analysis. They undoubtedly support a sense of belonging for students with the relevant social identity, but they may have limited impact on students without those identities. For example, an LGBTQ+ student may find a home and develop academic interests in LGBT Studies and never venture into any of the other academic programs focused on diversity. Some have called for the general education requirement to "teach tolerance" (de Silva, 2017). In other words, with an increased level of scrutiny regarding the frequency of hate-bias incidents and dissatisfaction with the campus response to them, there have been a number of proposals to directly tailor the diversity requirements in the undergraduate general education curriculum to foster greater

competencies (awareness, knowledge and skills) to interact with others without bias and discrimination (intentional or unintentional).

While the Office of Undergraduate Studies is responsible for the General Education Program, responsibility for the development of specific courses is diffused throughout departments, programs, and individual faculty members. In 2014 and 2016, the Office of Undergraduate Studies and ODI worked together to provide incentives for two cohorts of faculty to develop new courses to fulfill the cultural competencies requirement in an effort to expand the number of courses offered to satisfy this requirement. They jointly offered seminars on the development of the courses with economic incentives to complete the process—from successfully developing a course to receiving approval to fulfill the cultural competence requirement to offering the course and completing an evaluation once the course was completed. The program was short-lived, in part because the senior administrator who initiated the program left her position, and in part due to challenges related to the administration, funding and resources to support the program.

For nonacademic units, we requested data on two key resources, space allocation and budget totals for fiscal year 2018. For space allocation, the majority did not report on square footage. Exceptions include those who occupy a whole building, such as NYUM and the Center for Young Children (CYC). Other exceptions are more difficult to explain. When reported, space allocation does not appear to be generous and is frequently tight. Two examples of especially small allocations given the nature of the units are ODI and Academic Achievement Programs (AAP).

Reports on budgets reveal that some units have significant resources derived primarily from outside the university. The most dramatic examples include the Center for International Development & Conflict Management (CIDCM) with about 97% of their budget from outside sources, the Maryland Population Research Center (MPRC) with about 93.5% from outside sources, and the Center for Minorities in Engineering (CMSE) with either 87.5% or 82% from outside depending on how one calculates additional support from their dean. These centers all received research funding and are located within colleges. Reports from nonacademic units, especially those with a broad EDI mission, have little or no funding from outside the university. Their budgets are typically small in relation to their functions. ODI has proposed an organizational plan to hire a development officer within our office to pursue external funding from donors, foundations, and other sources. The Nyumburu Cultural Center (part of ODI) has also proposed to hire a staff member with primary responsibilities for alumni relations and donor development, but at this time the search has not been approved.

Conclusions

UMD has many outstanding units focused on EDI, yet it is difficult to know who is doing what. The old adage seems applicable: "The left hand doesn't know what the right hand is doing." The formidable task of gathering data on EDI units speaks to the need for better information sharing. This issue is also evident in the other studies provided. We do not have a particularly

coherent approach nor are we very good about sharing information. From the Joint President/Senate Task Force Report:

- There is substantial concern with the way the administration communicates with audiences and the tone it sets when hate/bias incidents occur on campus.
- Despite numerous administration efforts in recent years to address diversity and inclusion on campus, there is a lack of transparency in how the campus handles hate/bias incidents that gives the impression nothing has been done.
- Students, in particular, are frustrated that they hear about hate/bias incidents from outside sources before they receive information from the University.
- The University does not fully appreciate the importance of social media when communicating information about incidents.
- There is a lack of coordination between campus units and no central source of information, making it difficult to find information on current diversity and inclusion programming and resources.

The scattered locations of EDI units and the lack of any articulation of how units relate to the university's overarching EDI mission or goals indicate problems associated with decentralization, fragmentation, and silos. One can point to outstanding EDI units, but we are left wondering how or if they add up to any cohesive university vision. Their scattered nature indicates no consistent reporting or accountability. Until recently, ODI has provided mostly symbolic leadership for EDI efforts on campus, with limited funding and diminished capacity due to be short-staffed—nevertheless, the commitment from President Loh to infuse new resources may help to elevate the level of the office beyond symbolism to a fully functional campus-wide division with the capacity to increase the scope and impact of EDI services, form collaborative partnerships through a network of EDI units on campus, and provide a centralized location for the communication of EDI activities, events, programs, and initiatives at UMD.

With so little reporting on goals or objectives of programs, key indicators of success, and number of participants, it is impossible to begin assessing with any precision the collective value of these programs or units. We simply do not know the outcomes for individuals who participate in most of these programs, or their collective impact in advancing EDI at UMD as a whole.

EDI assets associated with specific research tend to be amply funded from outside sources. Assets with a broad EDI mission tend to have little to no outside sources of income and, given their mission, they are under resourced by the university. This breeds a competitive culture and can easily lead to a zero-sum game for adequate funding.

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June 22, 2018

President Wallace D. Loh
University of Maryland
7901 Regents Dr.
College Park, MD 20742-6105

Dear President Loh,

On behalf of the Diversity and Inclusion External Review Team, please find the final copy of the *University of Maryland External Review of Diversity and Inclusion Report* attached. It is based on our analysis of documents and interviews with key University stakeholders between April 25-27, 2018. Our hope is that the report will be helpful to you and your leadership team as you forge new directions for diversity, equity and inclusion at the University. As requested, this document is being shared only with you and Senior Vice President and Provost Rankin for your decision regarding how it might be shared and used.

As we concluded in the report, Provost Rankin, Assistant President and Chief of Staff Eastman, Interim Associate Provost Worthington, and members of their respective staffs were extremely helpful in preparing us in advance of the visit, and hosting us while on campus. Frankly, everyone we met provided personal and professional insights regarding the strengths and challenges of the campus that were valuable to our review. We came away from the campus with a common belief that the community cares deeply about the University and that they welcome the opportunity to make it stronger in every way.

We were especially pleased with our meeting with you. You provided additional context and information needed for us to consider the full scope of issues as we conducted our analysis. We also left with a strong sense of your commitment to this work and your analysis about how you thought the institution should proceed.

Finally, each of us would like to thank you for the invitation to be part of the External Review Team. We collectively learned a great deal about the good diversity and inclusion work at the University of Maryland. The visit also provided organizational models for us to consider as we pursue our individual work. We wish you and the rest of the University of Maryland community all the best as you move forward.

Sincerely,

-R

Dr. Nancy "Rusty" Barcelo

Enclosure

Cc: Dr. Alma R. Clayton-Petersen
       Dr. William B. Harvey

UNIVERSITY OF MARYLAND

External Review
of
Diversity and Inclusion Report

Dr. Rusty Barcelo
Dr. Alma R. Clayton-Pedersen
Dr. William B. Harvey

June 22, 2018

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The University of Maryland College Park (UMD) is a public, land-grant research university that is fully accredited by the Higher Learning Commission and holds membership in several national associations, including the Association of American Universities (AAU), the Association of Public and Land Grant Universities (APLU), and the Association of American Colleges & Universities (AAC&U). The institutional members of these associations range from elite research universities to a wide range of two- and four-year colleges and universities that focus on the quality of the curriculum and student learning outcomes. This reveals the expansive reach of UMD. The University's website offers the following self-description:

> *The University of Maryland, College Park is the state's flagship university and one of the nation's preeminent public research universities. A global leader in research, entrepreneurship and innovation, the university is home to more than 40,000 students, 10,000 faculty and staff, and 352,000 alumni all dedicated to the pursuit of Fearless Ideas. Located just outside Washington, D.C., we discover and share new knowledge every day through our renowned research enterprise and programs in academics, the arts and athletics. And we are committed to social entrepreneurship as the nation's first "Do Good" campus.*

As one of the nation's premier higher education institutions and an academic innovator, UMD has a rich tradition of advancing diversity both in the academy and the larger society. This was affirmed in the 2010 strategic plan, Transforming Maryland: *Expectations for Excellence in Diversity Inclusion.* The document states:

> *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. (pg. 6)*

Eight years later President Loh reaffirmed this goal in light of challenges being raised nationally about equity, diversity, and inclusion issues. These issues range from outreach and retention of the historically underserved and underrepresented; to growing incidents motivated by hate and bias; to an unfortunate murder on campus. All of these factors contributed to President Loh creating the Joint President/Senate Inclusion and Respect Task Force (hereafter the Joint Task Force), which was charged with reviewing equity, diversity and inclusion concerns. It was specifically asked to:

... consider our existing practices, and develop a comprehensive plan for initiatives on prevention and education, improving campus climate, responding to incidents motivated by hate and upholding the pillars of academic mission with legal guidelines. (pg. 1)

In this statement President Loh underscores the importance of insuring consistent, ongoing and effective leadership for equity, diversity and inclusion (EDI) efforts at the highest level. He announced in 2016 that he would be creating a cabinet level position of Vice President for Diversity and Inclusion. The position is to provide collaborative leadership across campus units to develop, initiate, and coordinate EDI efforts related to the UMD's mission, and to advise the University.

On July 6, 2017 Dr. Loh appointed Dr. Roger Worthington as Interim Associate Provost to lead this work and develop a plan for the proposed VP position and office structure. Among the plan elements were:

a) a climate study (which was recently completed);
b) enhancements in professional development; coordination of EDI efforts; enlistment of a team of national diversity thought leaders to explore research projects for the newly created diversity institute (October 2017); and
c) invitation to an external review team to identify the strengths and challenges EDI efforts at UMD.

Three nationally recognized individuals were identified by Dr. Worthington to serve as the External Review Team (ERT), Dr. Nancy "Rusty" Barcelo, Dr. William B. Harvey and Dr. Alma Clayton-Pedersen. The team members collectively have amassed more than one hundred years of experience in higher education, including holding positions as Chief Diversity Officers at four flagship research universities, vice-presidencies at two national higher education associations, and the presidency of a publicly funded college.

At this point, UMD is responding to the rise of campus violence and hate speech nationally, which has prompted an expressed sense of vulnerability to attack on the campus. By undertaking this review, UMD is recommitting to its previously articulated goals of equity, diversity and inclusion as hallmarks of success and excellence. With the appointment of a Vice President for Diversity and Inclusion (VPDI) and the many efforts underway, UMD will be at a comparable level with its peer institutions. Efforts that are now in progress will contribute to reimagining EDI efforts at UMD and will serve as an important step toward healing from the recent acts of intolerance and violence. It was clear to the ERT that there remains much residue following the murder on campus of Lt. Collins last year. Although the

interviews revealed a profound sense of optimism, there is also skepticism about whether proposed changes to restore a sense of safety will actually occur. As such, we are grateful to the scores of individuals who met with us to share information and perspectives to advance this very important work.

We have reviewed all of the materials provided and had many conversations across the campus community. These observations provided a unique opportunity to conduct an in-depth analysis of the current and aspirational equity, diversity and inclusion (EDI) work across the University. Consequently, we unanimously agree that UMD can address the challenges of inequity, prejudice, discrimination, and exclusion that have prevailed at UMD in new and innovative ways. As indicated in the various reports, the commitment and desire from the administration, faculty, staff and students that signal the possibility of UMD being uniquely poised to reclaim and advance beyond its previous position as a national higher education leader in EDI. Described below are the remaining four sections of the Report.

The Review Process comprises Section II. It details: the steps undertaken to conduct the review, the questions intended to guide the review, the analysis of individual and group meetings, and the review of documents. Sections III and IV—*Observations and Recommendations respectively*—seek to describe our observations in six (6) areas and then link those to a set of overarching considerations for action in the *Recommendations* section.

Our observations are all based on the readings and onsite interviews. The recommendations flow from those observations and our collective knowledge of effective and promising practices in EDI work. We provide in Section V *Conclusions* a brief summary and remarks. Our hope is that the review will complement the findings of the President/Senate Joint Inclusion and Respect Task Force Report (hereafter the Joint Task Force Report). We also hope that the report assists UMD in achieving its aspiration of being a national model of excellence in equity, diversity and inclusion as it strives to create a campus-wide environment that is rich in diversity, inclusive, and supportive of all of its members.

We are impressed with the policies, programs, and the human and fiscal resources that are dedicated to achieving UMD's EDI goals. Yet, we also understand that complete realization can only be assessed accurately, despite good intentions, when the University moves forward to fully implement its strategies.

We made reference to UMD's membership in a number of national higher education associations because we are convinced that UMD could recapture and advance its previous leadership role in equity, diversity and inclusion

strategy and success by leveraging its membership in them. We are convinced that by using internal *and* external collaborative approaches to the institutional-level EDI work, UMD can accomplish its goal of national acclaim. By acting collaboratively within the campus and with outside others, UMD can address the national cynicism towards the nation's long history of attending ineffectively to differences among the people that have led to the current state of affairs.

The racial/ethnic, immigrant, LGBTQ, and other historically underrepresented communities in higher education are increasingly being marginalized and attacked simply for being who they are. These realities underscore the urgency of the University's efforts to rethink and intensify its EDI efforts. The long history of cooperation and collaboration within the *Committee on Institutional Cooperation* (CIC) of the Big Ten Academic Alliance makes it especially relevant and poised to serve as a conduit for recommending collaborating with this entity. There is high potential to gain both strength in numbers and the resources to advance the work in collaborating with this and other associations. And, that filling the cabinet-level position internally will create the synergy needed to make UMD a distinctive leader in EDI strategy and effectiveness. We elaborate on the leadership role that UMD can play to move the country in a more positive direction with strategic actions and supports in our recommendations.

II.   THE REVIEW PROCESS

The external review was conducted from April 25 - 27, 2018. President Wallace Loh and Senior Vice President and Provost Mary Ann Rankin elaborated in their letter outlining the charge to the ERT. They requested that we assess the impact, effectiveness, coordination, structure, and organization of, and the resources for equity, diversity, and inclusion efforts across the University. The ERT focused its review on the broader integration and coordination of EDI work across multiple units and programs to determine their impact on the campus as a whole. We also reviewed the impact of other units' efforts on behalf of diversity, equity and inclusion.

The ERT conducted interviews with a broad range of individual and group campus constituents. The agenda for the review is included as Appendix 1. Preparation for the task included reviewing the following reports:

- *Inclusion and Respect at the University of Maryland;*
- *Preliminary Report of the Comprehensive Campus Climate Assessment for Equity, Diversity, and Inclusion at the University of Maryland;*

- *Equity , Diversity, & Inclusion at the University of Maryland Self Study Report;*
- *Institutional Programs of Cultural Diversity Annual Progress Report 2016-2017;*
- *Fulfilling Commitments: A Structured Approach to the University of Maryland's Transition to a Division of Equity, Diversity and Inclusion; and*
- *Transforming Maryland: Expectations for Excellence in Diversity and Inclusion.*

Additional materials, including budgets, policies and program level reports, were provided on-site. All of these materials were reviewed and considered by the ERT in writing this report. These materials assisted the team in formulating three basic questions to address the charge as outlined by the President and Provost that we believed would encompass the questions President Loh and Provost Rankin provided.

The agenda established for the review team arranged for meetings – together and separately - with a broad range of individuals and groups that represented students, faculty, staff, deans, and senior administrators. The process generally adheres to the guidelines established by Senate document 00-01-134Z entitled **Policy on the Review of Academic Units**. The ERT was very impressed with the candor and honesty of all the individuals and groups with which we met. They expressed a belief that the external review was important in order to move forward while also building on the past.

Outlined below is a brief description of the team's charge, a set of common questions asked during interviews, the materials reviewed prior to the visit and a brief description of their content. Additional materials received by the ERT while on campus are not listed. However, all documents received were reviewed and considered in the development and details of the observations, recommendations and conclusions offered in this report.

External Review Charge and ERT Questions
Provost Rankin presented the team with a total of eleven questions for consideration as part of charge for our review (see Appendix 2 for the full list of questions). From among these questions, there were three that were identified as priorities to address specifically. They included:

1. How can we optimize the equity, diversity, and inclusion efforts at UMD to have the greatest impact and effectiveness?
2. How does UMD compare to its peer institutions with respect to campus initiatives and programs to promote diversity, equity, and inclusion?

3. What would it take to become a national model for [equity] diversity and inclusion?

The ERT sought to provide a common set of questions for the individual and group meetings. Thus, whether we met separately or as a group with campus constituents, three (3) guiding questions were posed to the interviewees and listed below.

1. What are strengths and challenges with regard to equity, diversity and inclusion at UMD?
2. What do you see as the vision for Office of Diversity and Equity (ODI)
3. What would you like to change?

Together the six (6) questions guided the interviews and the document review processes. While responses to the questions regarding strengths, challenges and vision varied from session to session, they provided an important overarching framing for the team and the review. The ERT's questions also provided a general means to address many of the remaining eight (8) questions posed by the Provost. The insights gleaned from the materials and the respondents are interwoven throughout the *Observations* section of the report.

Materials Reviewed
The depth and breadth of the University's commitment to equity, diversity and inclusion (EDI) is evidenced by the sheer number of initiatives, organizational structures and resources—human, physical and fiscal—dedicated to the work of making excellence inclusive. These efforts are documented in the material provided for review. Especially important in this regard is the **Transforming Maryland**: *Expectations for Excellence* diversity plan. It offers guidance that is more thorough and detailed than seen in other institutions' plans. Since 2010 it is has provided critical guidance to the campus in its quest to serve equitably the citizens of Maryland and beyond.

Similarly, the Preliminary Report of the Comprehensive Campus Climate Study for Equity Diversity and Inclusion at UMD reveals that there is still work to be done to achieve the ideals articulated in Transforming Maryland. Although preliminary, this climate assessment already pinpoints areas where there are wide disparities between groups in their campus experience. It offers insight into what needs to be better understood. The work ahead is to develop consensus about the means by which these disparities in constituents' campus experience are addressed and assessing if the actions taken make a difference over time.

The **Equity, Diversity, and Inclusion (EDI) at the University of Maryland**: *Self-Study Report* offers: a historical analysis of the environment for EDI work at UMD; a comprehensive list and description of the work of the various Offices that are engaged in the EDI work; a review of diversity in the curriculum; a review of the implementation of Transforming Maryland plan mentioned above; and an overview of its self-study process. This document offers an up-close and realistic assessment of the accomplishments of EDI programs and the needs for the future.

The Report on Diversity Assets at the University of Maryland (2017) not only offers descriptions of the programs and initiatives underway, but also key collaborators, and space allocations. Also, budget allocations for many entities were provided. This is among the most comprehensive reviews compiled into a single document of EDI assets of a major University that the team has seen. Its overview, entitled *Diversity, Inclusion, Equity and Social Justice Assets Map* offers a visual representation of all the EDI work that makes it easy for the community to recognize the enormity of UMD's commitment, but also the complexity of managing, assessing and communicating all of the work being done to the campus and larger communities. The 2-page overview of the assets is included as Appendix 3.

The team's list of pre-reading also included the **Inclusion and Respect at the University of Maryland** report authored by the Joint Task Force. It offers recommendations for a comprehensive diversity and inclusion initiative in nine areas and calls for the resources to enact their recommendations. Their recommendations are drawn from the Joint Task Force's review of diversity-related initiatives, current practice, scholarly research, issues and concerns expressed by the community and their findings.

The challenge of the existing structure of the Office of Diversity and Inclusion (ODI) is outlined in **Fulfilling Commitments**: *A Structured Approach to the University of Maryland's Transition to a Division of Equity, Diversity and Inclusion*. It offers five (5) recommendations including reorganizing the office into a division over a three-year period to achieve economies of scale and resources, and greater synergy across the many initiatives currently underway at the University.

In addition to these documents, the ERT received several other pieces of information from leaders of various offices to further inform the Review process.

The ERT appreciates the thoughtfulness of the various individuals and groups that participated in generating and gathering the information to help us

obtain a truly comprehensive understanding of the equity, diversity and inclusion (EDI) work at UMD.

III.

OBSERVATIONS

UMD has long history of being viewed as a national model for diversity. The University has evolved significantly since its construction by slaves and adherence to racial segregation into the 20th century. With the coming of the Civil Rights Act of 1964, the University, like others throughout the country, initiated efforts to diversify the institution. UMD soon became a national leader due to the strong leadership of the Presidents, three of whom have been people of color. To our knowledge, only one other predominately white, major research university in the nation can match this appointment record.

A strong desire was expressed by many, starting with the President, to regain the University's national status as an EDI advocate as it works to enhance its efforts. We were pleased to learn that there is representation of individuals from broadly diverse backgrounds who have been at UMD during most of their careers, if not entirely, because of this rich history and commitment to diversity. While they expressed concerns, they believed the potential to do more compel them to remain at UMD and engage in the effort to do more.

The team's *Observations* are framed within six (6) major topics that emerged consistently from our review of reports and interviews. Specifically, the topics and themes include the following:

1. Communication and Transparency
2. Professional Development and Education
3. Collaboration and Coordination
4. Resources/Development—Fiscal/Human/Physical
5. Accountability
6. Leadership

It is important to note that several of these topics are consistent with the findings in the Joint Task Force Report. Consequently, we believe it is imperative to address them for purposes of building institutional capacity and sustainability, and to address the questions posed by the president and provost.

Communication and Transparency

More effective communication and administrative transparency were consistent responses to our three guiding questions concerning strengths, challenges and vision. Comments focused primarily on what appears to be a lack of transparency regarding the status of unresolved issues. These issues included: a) the status of the search for the Vice President for Diversity and Inclusion (VPDI); b) efforts following the Lt. Collins murder; and c) decision-making strategies regarding the allocation and/or reduction of resources to address EDI issues. Interviewees shared concern that beyond the work of ODI, UMD's diversity efforts, in general, seem modest. Some unit employees expressed concern over the limited understandings of how their efforts might be influenced or incorporated with the appointment of a VPDI.

Both academic and non-academic units tended to agree that they often are unaware of what other units are doing. As a consequence scheduling conflicts are created that negatively affect participation. There is a general consensus that restructuring EDI efforts would be a positive step toward enhancing communication.

Following the murder of Lt. Collins, an atmosphere of uncertainty descended on the campus that seems to be evolving into suspicion regarding the administration's commitment to diversity. Part of this attitude reflects confusion regarding certain measures that have been suggested to memorialize Lt. Collins, measures that we understand take into account the wishes of the family. Frustration was also expressed that the previously announced selection of Dr. Worthington to the Vice President's position has not officially occurred. One student leader, when asked what the administration should know regarding the perspective of her peers on this matter, said that the delay was hampering efforts to move the University forward by not having a point person at the senior administrative level, and that if the President didn't follow through, "How can we trust him?"

The issue was raised on several occasions regarding the need to clarify what is meant by the term "diversity," or dismay that there is no standard for what we mean by diversity. For example, Asian Americans are not underrepresented in the sense of racial composition, yet they are still viewed in a racialized context that sometimes leads to micro aggressions. There was some sense that a point person and/or cultural center would help to address their needs. It was not clear from our conversations how the GLBTQ, women and disabilities communities are part of the current diversity mandate. All these groups recognized and appreciated the support of ODI, but that it needed to have more robust financial and staff resources.

Such uncertainties attributed to communication and/or transparency issues can further erode trust. Once lost, trust is difficult to regain especially when messages are inconsistent or not forthcoming in the face of stressful events. This is particularly relevant for communities that continue to suffer disparities from mistreatment, disrespect and outright hostility in the larger community *and* on campus. If left unresolved, this matter will likely affect the recruitment, retention and success not only of students, but of faculty and staff as well.

There was near universal agreement among those interviewed about the need to enhance communication strategies designed to improve coordination and collaboration of EDI efforts. Such resources are critical to create the institutional capacity to sustain and evolve the work over time. The interviews also indicated, especially among the academic representatives, that it would be helpful in their planning processes to know who is doing EDI work. They also remarked that it would help maximize their resources if there was more collaboration with those most familiar with the work. They all shared the perspective that the decentralized model of UMD makes it imperative for communication to be a priority.

These observations suggest that clear articulation of the EDI goals and the human resources assigned to achieve them must be clearly communicated to the community, both on and off-campus. Effective communication is critical to gaining broad engagement in articulating and achieving the goals that EDI efforts seek to accomplish. These human, fiscal, physical and knowledge resources support the means to accomplish UMD's EDI goals.

There also was recognition of the progress the institution has made on regarding diversity. Interviewees cited such examples as every search committee having diversity representation, new education and professional development efforts by Human Resources, and ADA services.

Professional Development and Education

There was wide-spread support for new professional development and education efforts for the Office of Diversity and Inclusion. Also expressed was a need for efforts to educate and prepare students for a diverse world, and to raise awareness among staff and faculty of the needs of diverse students and increase their knowledge of how they might be served. There was general agreement that there are good efforts in place for professional development and education. However, there also was concern that such efforts were not always consistent or sustainable, and that it was difficult to

discern if there was a comprehensive and effective professional development plan to address issues from sexual misconduct to acts of racial intolerance.

Collaboration and Coordination

There was consensus among the individuals and groups that met with the team that the University operates in a highly decentralized manner. Yet, the Joint Task Force Report noted that:

> *The University should work to achieve a balance between centralization and decentralization of equity, diversity, and inclusion efforts on our campus. Efforts to achieve equity, diversity, and inclusion are the responsibility of the entire campus. (pg. 26)*

Adoption of such a view by the entire campus requires both intentional collaboration and effective coordination. Establishing deep knowledge and operational collaborations across the various elements of the campus EDI work will likely have many positive community outcomes and very few negative ones. Some evidence of this is shown through the coordination efforts that already exist in the Diversity Officers' Network. However, the Office of Diversity and Inclusion (ODI) Self-study report found a lack of articulation of how units relate to the University's overarching EDI mission and goals, and identifies a need for a coherent university vision.

The ODI serves as a coordinating, catalytic unit for planning, action, and policy development across the campus, and also executes some specific responsibilities within the office. Clearly, one of the most notable aspects of the review was the support, and even gratitude, that was expressed for the leadership that has been shown by Dr. Roger Worthington during his short time as the Interim Associate Provost for Diversity and Inclusion.

The university has devoted significant resources to the EDI work. Yet, it has fallen short in the more difficult task of establishing coordination, collaboration and coherence across its efforts to achieve economies of scale. A well-considered development plan to establish innovative initiatives that focus on the element of coherence around this work will promote changes that enhance UMD's EDI efforts and increase revenues. A limited effort will continue to be what has referred to as "*islands of innovation with few bridges between them*" (Carol Schneider, President Emeritus AAC&U).

Resources

Resource allocation and distribution can be complicated, and sometimes divisive, in any complex organization. This is particularly so when a new unit

is being created or an existing unit is assigned additional responsibilities. The elevation of the Associate Provost for Diversity and Inclusion to a cabinet level position with the title of Vice President obliges a review of the human, financial and physical resources currently assigned to the unit to ensure that it can successfully carry out the additional duties that it will be executing.

In the case of the new Vice President for Diversity and Inclusion (VPDI), the position should operate in a manner that the administrative engagement crosses the standard vertical sectors that other institutional Vice Presidents are most likely to operate. For example, the Vice President for Finance can focus his attention on fiscal matters and concerns; the Vice President for Student Affairs is able to focus her efforts and those of her staff on issues that affect student life and learning. The VPDI, on the other hand, will need to engage in horizontal administration, working across the existing administrative units and with the other Vice Presidents as they carry out their assigned duties. At any given time, the VPDI might be working with the Provost on curricular expansion and reform; with the Vice President for Advancement on effective fund-raising strategies to support EDI initiatives; and with the Vice President for Student Affairs on creating diverse student-led discussion groups to improve the campus climate and address stereotypes that students may have brought with them from their respective communities.

With these considerations in mind, the various funding proposals that have been generated for discussion and possible implementation can serve as starting points to reach an understanding of what is an appropriate and acceptable allocation of human, financial and physical resources for the VPDI as this person initiates the recently expanded position in the Fall of 2018. A plan for staffing and funding the ODI must also be approved that will reflect the further growth and refinement of responsibilities that will be incorporated in future years. Some examples might include:
   a) active participation in the recruitment and retention of diverse faculty and graduate students;
   b) creation of effective outreach programming to the Prince George's communities for recruiting and public relations purposes; and
   c) connections with prominent alumni from historically marginalized groups to assist with both national undergraduate recruitment, and potential expansion of the pool of financial contributors to the University.

In the meeting with the review team, President Loh referred to the significant amounts of money that the University currently expends for a broad range of EDI activities, events, and services. These investments are

commendable and reflect the serious commitment of the institution to achieving a more diverse and inclusive environment. However, because the responsibilities of the VPDI are vital to reaching and maintaining the level of excellence to which UMD aspires, appropriate and necessary resources must be provided and sustained whether they are new, reallocated, or raised from external grants.

While there is always a limit to the availability of institutional resources, effectively and appropriately funding the ODI will likely facilitate a set of collaborative engagements across the campus. This will result in various other units actually needing fewer of their existing resource allocations to develop and promote diversity and equity initiatives within their areas of responsibility. Thus, the VPDI and the Office staff will be able to function better as catalytic agents. They could then use their expertise to encourage, facilitate, and support important initiatives that would benefit parts of the campus community in some cases and the entire campus in others. Thus, the opportunity for the ODI to maximize its impact and enhance the campus atmosphere has a direct relationship to the level that it is appropriately resourced.

Additionally, seeking external grants to fund research on institutional-wide EDI efforts does not seem to be pursued similarly as other types of research. Yet, if the EDI work is considered similarly, success may generate the resources needed to build a more coherent and collaborative structure of support for the work. It will be prudent for the University to pursue such grants in ways consistent with other resource pursuits. This may be particularly appealing to funders at this particular point in time in the U.S.

Throughout many of the discussions there was concern about limited resources to achieve goals. For example, there was concern that current program like DACA, African American Cultural Center, the GLBT Center and other areas were under staffed and funded to accomplish goals. In fact, several individuals mentioned that academic lines in ethnic study related programs were often lost. This seems to have negatively affected morale and contributed to distrust of the "administration."

Given that many institutions are struggling with these issues, there has been a move to partner with their alumni associations and Foundation offices to enhance development effort for increased scholarship opportunities, programmatic support, endowed professorships, and diversity efforts to name a few. An outstanding example of this would be the University of Washington that has had a well-established development effort underway since 2005.

Accountability

In a highly decentralized institution such as UMCP, clear measures of accountability are likely to result in more efficient procedures and practices. The Office of Diversity and Inclusion is expected to shoulder the responsibility of providing leadership, vision, and direction to the University in all matters that relate to equity, diversity and inclusion (EDI). It must also exercise creativity and thoughtful consideration to help identify ways in which appropriate measures of accountability can be implemented across the institution. The discussions held by the review team with the Vice Presidents and Deans provided a high level of confidence that they are not simply prepared for, but are actually looking forward to collaborative interactions with the Vice President for Diversity and Inclusion that will result in effective actions within their own respective areas to enhance diversity and inclusion in measurable ways.

A notable example can be seen in the A. James Clark School of Engineering (SOE), where Dean Pines has been able to increase the diversity of both faculty and students through the use of timely and effective personalized outreach by him and other SOE representatives. This situation contrasts markedly with schools and colleges of engineering across the nation, where race and gender remain stubborn and serious constraints to increasing the diversity among both faculty and students. Dean Pines and his team have utilized a proactive recruitment approach that is complemented by feeder programs that use early identification of talent programs. These efforts identify and engage individuals who they believe can bring added value to the academic programs and the social environment within the School. The success of this approach bears repeating in other units as well. The VPDI will be positioned to assist other Deans in developing approaches that resonate within the particular nuances of their own student and faculty populations.

The reality of academic environments is that some parts of the institution are more change-averse than others. Where circumstances exist within the institution that indicate covert opposition to EDI efforts, they are stumbling blocks to making progress and they must be addressed. It may prove necessary to incentivize a reversal of these efforts, and support from the highest levels of the administration of the VPDI efforts to interface with each unit to create plans and actions that can move the University forward and succeed in achieving stated institutional goals. Different tactics may be necessary to recognize and honor the broad range of options for success across academic and administrative areas within the university. Pragmatism notwithstanding, each unit must ultimately be held to an established, predetermined measure of success in reaching goals that correlate with the

larger vision of institutional success. This ultimate reality cannot be compromised when it comes to EDI matters, any more than it would be in matters related to academic quality or fiscal growth and integrity.

Institutional accountability is usually considered to be vested in the administrative and faculty ranks. UMD, like its peers, also expect students to develop cultural competence, as it is articulated by the University, and to actually demonstrate it in their campus and subsequent work interactions. The University could convey to its students that it is also their individual and collective, moral and ethical actions that will determine its _actual_ commitment to reaching the goal of equity for all members of the community. Led by the VPDI, and joined by all other relevant administrative and faculty leaders, the university could challenge students to be intentional and proactive in considering ways that UMD could become more inclusive and respectful in its treatment of all members of the community. The university could also distinguish itself among the colleges and universities nationally by encouraging the students to hold faculty and administrators to the same high standard of behavior and interaction.

One could conceive of a role that would be played by the VPDI in creating a 21st century conception of individual and institutional accountability at UMD. A conception that combines a sense of shared responsibility with mutual insistence on effective outcomes. A national model of intentional, concerted action is desperately needed in the higher education arena; a model that would bring an end to student demonstrations that are fueled by their frustration over differential treatment. In turn, these are often met by half-hearted institutional acquiescence on the least significant measures, resulting in a period of relative calm before the students begin the next round of demonstrations. UMD has an opportunity to be that national model, and the tragic situation of Lt. Collins' death is one factor that might have unexpectedly propelled it into that position.

Accountability is demonstrated through structures that lay out how the EDI work is done and provides motivation to engage in the work effectively. These are needed to avoid the fits and starts that often occur. When individuals or units are separately held accountable, no one is held accountable for the overall institutional impact of the work. Like student recruitment and admissions, if the enrollment target is not met it has ramifications for the whole institution. In EDI work, when goals are not met the campus climate for all suffers—either directly or indirectly. Clear and consistent direction and accountability is needed to address the rising polarization of the nation's citizenry, and to address the legacies of past discrimination and other injustices.

Leadership

It became clear to the ERT following a review of the documents, and interviews with individuals and groups, that the need for broader leadership on behalf of EDI was essential. There was a general sense that there needed to be strong leadership from the "top." There were specific references to the President in terms of there being a clear vision of the goals and how EDI can best be achieved. It was not clear that there is a general understanding and/or appreciation that President Loh and Provost Rankin have taken multiple steps to address growing acts of intolerance, a campus tragedy, and more during the past year.

Specifically, President Loh has made it clear that he is committed to creating a senior level cabinet position Vice President for Diversity and Inclusion to provide leadership and oversight of EDI efforts at UMD. This led to the appointment of Roger Worthington as the Interim Associate Provost for Diversity and Inclusion to assist in the development of the position, enhance the services of ODI, address campus climate, and more. In addition, President Loh with the Joint Task Force with the specific purpose, to:

> … review these concerns, consider our existing practices, and develop a comprehensive plan for initiatives on prevention and education, improving campus climate, responding to incidents motivated by hate, and upholding the pillars of our academic mission within legal guidelines.
>
> (Transmittal Issues Summary)

The report was recently approved by the Senate and accepted by the president. It could well become the launching pad for a comprehensive approach to EDI that would engage the entire University. While many believed this to be a positive step there was still concern as to whether or not these efforts would actually come into fruition.

The second level of leadership focused on the overall need to have a VPDI. In fact, there was general appreciation that the president was creating such a position with some reservation given that the initial search was postponed. Most individuals agreed that such a leadership positon would serve to enhance collaboration and coordination within a decentralized model. While there was agreement for the position there was also concern that the position/office would centralize diversity efforts. There were also some who questioned why Roger Worthington was not immediately appointed to the position as interim to move forward in a more timely way. Many acknowledged that EDI under Dr. Worthington's leadership had accomplished much during a very short time span from the climate study, to professional development and education efforts, to brining groups together.

Our observations are consistent with many of those found in the Joint Task Force Report summary section entitled "*What we heard from the campus community*" (pgs. 3 - 4) and listed below. That Report's clarity of needs, and subsequent means of addressing them, offers corroboration that underscores the areas of observations that the ERT has presented above. Their Report indicates:

- Despite numerous administration efforts in recent years to address diversity and inclusion on campus, there is a lack of transparency in how the campus handles hate/bias incidents that gives the impression nothing is being done. [*Communication and Transparency*]

- Diversity programming is not comprehensive and does not have a broad overarching vision.[*Accountability*]

- There is a lack of coordination between campus units and no central source of information, making it difficult to find information on current diversity and inclusion programming and resources. [*Collaboration and Coordination*]

- Substantial concern with the way the administration communicates with audiences and the tone it sets when hate/bias incidents occur on campus. [*Communication and Transparency]*

IV. RECOMMENDATIONS

The Observations section above sought to highlight the University's challenges and compare them with the larger high education context related to equity, diversity and inclusion. We use the themes reported in our observations as a template for the structure of the Recommendations offered below. These recommendations provide specific actions that can be taken to address the observations given above. These are addressed in the following order.

1. Communication and Transparency
2. Professional Development and Education
3. Collaboration and Coordination
4. Resources/Development—Fiscal/Human/Physical
5. Accountability
6. Leadership

Although these categorizations have some overlap, we present them discreetly so that the UMD community can link the ERT's observations with the recommendations offered.

As with our observations, our recommendations support those of the Joint Task Force Report. Listed below are some of the specific recommendations in that report that align with areas covered in our recommendations. By linking these two reports the campus will be better able to envision ways to address the observations and recommendations offered in these Reports and others.

- Use the ODI website as a central resource for information about diversity-related programming, events, policies, data, climate reports, and reporting processes, as well as resources related to free speech, expression and demonstrations on campus. [*Communication and Transparency*]
- Develop a strategy for communicating information related to equity, diversity, and inclusion that is transparent, timely, and responsive to the concerns raised by the campus community. [*Communication and Transparency*]
- The University should develop a comprehensive prevention and education initiative on diversity, inclusion, and respect that involves all members of the campus community (faculty, staff, and students). The initiative should include a broad vision for diversity programs for the University and should be overseen by ODI. [*Professional Development and Education; Accountability; Leadership*]
- ODI should:
    - consider developing a diversity-related suite of training options for faculty and staff in partnership with UHR, OFA, and TLTC using existing trainings as a way to develop a more robust program; [*Professional Development and Education]*
    - continue to develop and deliver programming as part of the University's comprehensive prevention and education initiative; [*Professional Development and Education]*
    - work collaboratively with representatives from existing University diversity programs in the development and delivery of the comprehensive prevention and education initiative. [*Coordination and Collaboration; Professional Development and Education*]
        President/Senate Joint Task Force Report (pg. 25-26)

Communication and Transparency

Suspicion of ill will diminishes when the institution effectively communicates what it is doing regarding EDI issues both on and off campus. The Report on Diversity Assets at UMD identifies more than 100 large and small, ongoing efforts supported by the University. The extent to which the communities served by the University are informed of these efforts directly affects their perception that EDI efforts are insufficient.

The team recommends that that a communication plan be developed to address the prevailing notion that individuals and groups feel uniformed about the status, direction and issues pertaining to EDI efforts and incidents. It is important that such a plan align with the EDI vision and goals of the institution. There is also a need to identify internal and external stakeholders who will serve as liaisons to the various constituents to keep them regularly informed about EDI efforts. This will keep the community informed, and also serve to galvanize their support for efforts such as fund raising for diversity initiatives and research on the practices. Such a plan would be an important step towards: enhancing coordination and collaboration on future diversity initiatives; minimizing rumors and innuendos that are often the seeds of mistrust; and negating comments that institution is not being transparent.

The plan should be inclusive of the many forms of communication from traditional media methods to websites, social media, symposia and regular campus discussions on EDI issues, to name just a few. Effective marketing strategies are also important tools to position new directions and goals for diversity, equity and inclusion work. Examples include supporting and promoting the work of scholars who are doing important research that may aid in developing national policy, and programs like Latino, Asian and African American and Women's Studies. Most importantly, a communications plan could provide consistency of messages and provide a balance between acts of intolerance and successes. At the core of the plan should also be ongoing face-to-face discussions with students, faculty and staff with appropriate campus offices and staff engaged and robustly assessing program impact.

Transparency was closely tied to communication that often focused on not knowing or understanding the processes and procedures related to decision-making. The mechanisms by which mission and goals for diversity are established and implemented were also viewed as ambiguous. Increasing the campus community's knowledge and clarity about earnest efforts to address EDI challenges will likely reduce skepticism and mistrust.

Professional Development and Education

The interest in professional development and education is an explicit recognition of the need to uncover additional effective methods for educating the community, to address acts of intolerance, and to address effectively issues related to EDI.

The ERT recommends that a Professional Development and Education Plan be developed by ODI in collaboration with academic diversity liaisons and Student Affairs representatives. This would provide a comprehensive and sustainable approach for identifying priorities and initiating efforts where there are gaps as well as encouraging collaboration and coordination between the various units. The ODI Self-Study spoke to the importance of professional development efforts as did their colleagues throughout the campus. There was universal agreement that there needed to go beyond Implicit Bias to focusing such as issues from freedom of speech to inclusive teaching practices.

On the academic side, the University should consider developing university-wide, as well as college-focused, academic programming that examines important racial and cultural concerns, with a goal of generating innovative approaches, rather than simply reiterating the problem. For example, "Contemplating Racial and Ethnic Perspectives regarding the 2020 Presidential Election" might be a University sponsored symposium, while the College of Business might develop a program that examines the wealth differential among different racial groups, or the College of Education could analyze the causes of the achievement gap.

For students, the campus might initiate a "common readings" program for freshman students in both the Fall and Spring semesters in which they discuss pertinent materials that address significant racial, ethnic, and cultural issues. These sessions should be structured so as many as possible take place in the residence halls and led by student development professionals as well as faculty from various disciplines depending on the reading topic. Such a program would provide a smaller, yet similar experience to UMD's successful Living-Learning Program and would broaden student access and expose all new students to living-learning experiences.

For the local community, the University might take full advantage of being located in the most affluent African American county in the United States, which presents countless opportunities for joint student-faculty research projects on a wide variety of topics.

Collaboration and Coordination

The ERT recommends that A President's Diversity Council be appointed, and chaired by the VPDI, to provide oversight of and feedback about EDI efforts. The Council should be representative of functional and academic areas of the University. The Council might use the many reports generated to guide their work, but especially the Report on Diversity Assets at UMD Report and its *Diversity, Inclusion, Equity and Social Justice Assets Map* (given here as Appendix 3). These provide critical pieces of information to identify means of collaborations and coordination across the units. The Council should advise the appointed VPDI by making recommendations about ways to: a) create synergies across these the assets, b) maximize the resources, and c) provide input about means of assessing the effectiveness and outcomes of the many EDI efforts.

This Council's work could include the development of a clear institutional vision of EDI work with goals, objectives, priorities, resources, and assessment mechanisms. Council members should be expected to provide regular updates to their respective areas to enhance communication and transparency. Council members should also consider bringing their unit EDI issues to the Council for discussion. In this way EDI challenges are shared and leaders can obtain broader perspectives on their specific challenges and explore potential means of addressing them.

Resources

The University has devoted significant resources to the EDI work, but there is a need to develop a plan with funding goals and objections that would contribute to collaborative efforts and coherence. A well-defined development plan can initiate changes that will enhance UMD's EDI efforts while simultaneously enhancing revenues. It will be prudent for the University to consider this work in ways consistent with other resource pursuits, particularly at this point in time in the United States.

In addition, resource development strategies could complement state and grant revenue streams. Currently, seeking and acquiring grants for EDI work does not seem to be on par with other types of development activities. Yet, if considered similarly such endeavors could generate some of the resources needed to build a more coherent and collaborative structure of support for the work. It will be reasonable for the University to consider this work in ways consistent with other resource pursuits, particularly at this point in time in the U.S. when many well-resourced Foundations and business entities are concerned about how the nation addresses the challenges of its broadly diverse citizenry.

The institution is reimagining the Office of Diversity and Inclusion (ODI) from its goals, resources and scope to the responsibilities of the newly created Vice President for Diversity and Inclusion The team recommends that the office be provided human resources either explicitly assigned from the Development office, or located specifically in ODI, to focus on EDI work. The person(s) would focus is on alumni development, planning and raising funds from private and public sources (foundations, organizations, individuals as well as State and Federal agencies) specifically for EDI work institution-wide. It would be especially important for the development officer(s) to work closely with the University Alumni Offices to collaborate on strategies if it is not located in ODI.

To be successful, this effort should be viewed as a complement, rather than a replacement, to institutional advancement efforts. All units that undertake EDI work could be supported in efforts to advance EDI innovations not funded by the University under such an institutional-level umbrella. For example, the GLBT Center, Schools and Colleges, and administrative units could work together with ODI to develop strong proposals that if pursued alone may not be funded; but a comprehensive approach is more likely to be reviewed favorably. This would also place the VP position on par with other leaders of institutional level work. More importantly, the new VP and the ODI work would attain a level of legitimacy as integral elements of the University's overall success. The responsibility for external development work should be incorporated into the VPDI position description along with appropriate resources to be successful.

The appointed development officer(s) should be able to focus on and be successful in identifying and supporting the acquisition of funding for broad range of EDI efforts. Those efforts might range from endowed chairs to scholarships, from faculty professional development to EDI course development, from difficult dialogues to internships focused on diversity in non-profit or for profit entities.

Accountability

It is recommended that a University-wide Equity, Diversity and Inclusion Council is established, chaired by VPDI to advise, monitor progress and provide recommendations about campus equity diversity and inclusion efforts. As such, this Council should be representative of the university and include individuals with the authority to take recommended actions to implementation, evaluation and revision when needed. Appoint subcommittee of the Council to explore and develop accountability measures. Also, the institution should consider budget allocation as an

accountability measure as well as explore other factors such as climate studies.

The Transforming Maryland Diversity Plan could be used as to guide the Council regarding the development of the 2020 - 2030 Diversity Plan. The Council's efficiency and effectiveness is not a given. However, effective leadership provided by the VPDI and a powerful plan will give UMD a much needed collaboration and coordination guide to managing and monitoring the large number of existing and future EDI efforts.

For example, the Council might engage Dean Pines of the School of Engineering to understand how best to establish, support, and assess an institutional process that actively recruits nationally recognized scholars from diverse backgrounds in each of the colleges. This would then move towards the formulation of a critical mass of tenured academicians who could: provide support to one another and mentoring for junior faculty from underserved communities; support for student research in nontraditional areas; and outreach to local communities that are heavily populated by underrepresented groups. When successful, such practices might become an institution-wide effort by providing an effective standard operating procedure by which all hiring officials may be held accountable for implementing.

This does not suggest that such actions would restrict who will be hired. Rather it would provide a set of guidelines that would ensure that hiring officials are held accountable for having done their best to ensure that all hiring processes are truly open. The goal is to address implicit biases that are common across search processes, and to broadly diversify candidate pools when hiring *and* promoting the staff, faculty and administrative workforce.

Leadership

There were very positive comments among those we spoke with about the importance of ODI and all that it has accomplished with limited resources in less than a year under the leadership of Roger Worthington. This was an area that many felt the President had made the appropriate decision to appoint Roger as the Interim Associate Provost with the understanding he would be the VPDI. None knew how the office could support their efforts and needs with what they perceived as a lack of staff and monetary support.

The University leaders should consider and determine the leadership needed for the EDI work in ways similar to decisions about other cabinet level leaders. Senior leaders have a coherent set of goals and responsibilities, as well as specific expected outcomes, including robust assessments to ensure

the goals are achieved. These are adjusted based on previous experience on campus and in previous work. The rationale for a similar role for the University's EDI work is similar in that the leader must comprehensively review of all the work, set expectations for various components elements of the work, and support the work of others to achieve identified goals. The leader must have an adequate set of clearly articulated goals, and appropriate resources, authority, and accountability to achieve the goals.

As a nationally recognized scholar on diversity in higher education and a former CDO at the University of Missouri, Dr. Worthington has deep expertise as both a scholar and practitioner in this arena. It was clear that he has put his knowledge and experience to good use at UMD in working to bring greater coherence across all of the EDI work, and to achieve synergies and efficiencies through collaboration in requesting an external review. This is also evidenced by working across units outside of the official sphere of his responsibilities, arranging for the systematic compilation of Diversity Assets at UMD Report, and developing plans for intersectional work with any unit that is doing EDI work. This is the kind of work that seems to be needed to address many of the issues uncovered in the various reports we reviewed.

The equity, diversity, and inclusion efforts at the University can be optimized to have the greatest impact and effectiveness by the appointment of Dr. Roger Worthington to VPDI prior to the beginning of the Fall 2018 semester. This appointment should come with the appropriate allocation of resources that will allow the unit to provide leadership, coordination, and collaboration to the many existing programs and activities, and to create new initiatives.

There are several reasons why we reached this conclusion. These actions would accomplish a number of UMD objectives including to achieve the following.

a) Reaffirm the commitment of President Loh to place the University at the forefront of American universities addressing equity, diversity, inclusion substantively, and equity issues as fundamental academic and social concerns. Through this action, the President also would buttress his personal national leadership and reputation in these areas.
b) Reestablish trust between student leaders and the administration, which at this time appears to be very fragile.
c) Communicate to the President's cabinet a sense of continuity and acknowledgement that outstanding administrative performance is valued.
d) Communicate to the academic and administrative leaders that they will continue to have support and partnership as they innovate, initiate and implement EDI initiatives within their units.

e) Communicate to the faculty that the VPDI position is one in which a high level of scholarly achievement is expected in addition to substantial experience in and familiarity with academic concerns.

f) Communicate to alumni that a page has been turned and that the tragedy of Lt. Collins death does not pervade the institutional atmosphere.

g) Demonstrate President Loh's intent to implement the recommendations made by the Joint Task Force.

h) Demonstrate President Loh's awareness of and responsiveness to the wishes and concerns of a variety of groups and individuals with whom we interacted ranging from the University police, to the college and division diversity officers.

i) Provide continuity.

We also provide the following general recommendations for consideration. Each is related to one or more of the themes that frame this Report.

General Recommendations

- Develop a robust feeder program in conjunction with the school systems in Prince Georges, Baltimore and Montgomery counties to identify, encourage and support students from underrepresented groups as they are moving through the K-12 systems. This would be an important future enrollments and staffing pipeline for UMD.

- Establish, support, and assess an institutional process to actively recruit nationally recognized scholars from diverse backgrounds at the senior level who could provide support to other faculty and mentoring for junior faculty from underserved communities, support for student research in nontraditional areas, and outreach to local communities that are heavily populated by underrepresented groups.

- A group of new scholars could infuse innovative thinking and programs like a "common readings" program for freshman students in both the Fall and Spring semesters in which they discuss pertinent materials that address significant racial, ethnic, and cultural issues that would engage the entire campus community.

- The University should engage the most affluent African American county in the United States, to explore joint student-faculty research projects on a wide variety of topics. Also, explore a feeder program with the school systems in Prince Georges, Baltimore and Montgomery counties to identify, encourage and support students from underrepresented groups as they are moving through the K-12 systems.

V.   CONCLUDING REMARKS

The ERT members were particularly impressed by our conversation with President Loh when he shared his vision of diversity and inclusion at the University. We appreciated his commitment to diversity, equity, and inclusion as a measure of excellence, and his understanding of their relationship to the academic mission of UMD. His experiences as a person of color have afforded him personal insights about the presence of racism in the American academy. Projecting a sense of engagement in this area that was both humanistic and pragmatic, made it clear that President Loh has the capacity and desire to take UMD to new heights—to be an institution that demonstrates how diversity functions as a key element in achieving excellence that could serve as a national model.

The External Review Team is truly grateful to the scores of people who took the time to meet with us and provide their insights. We believe they are committed and interested in working on behalf of equity, diversity and inclusion at UMD. It was clear that they care about establishing a campus climate that provides a place where all can thrive and succeed as students, faculty and staff.

We also want to thank Provost Rankin for inviting, hosting and enabling us to undertake this important work, and her staff for supporting us while on campus. We also thank Dr. Worthington and his staff for recommending us to be part of this important endeavor. A special thank you to the staff of ODI who worked with us to make sure we were properly prepared from travel plans to insuring we had the documents necessary for the review. We leave with hope and confidence that the University of Maryland is moving forward in new and innovative ways.

Wednesday, April 25, 2018

5:30 PM   DINNER

External Review Team (Bill Harvey, Alma Clayton- Pedersen, Rusty Barcelo),

Mary Ann Rankin, Michele Eastman and Roger Worthington

Thursday, April 26, 2018

Breakout Meetings

8:15-9 a.m.	Bill Harvey, Rusty Barcelo, UMPD Meeting
	Police Chief Mitchell and Chief of Staff David Lloyd, *Old Maryland Grill*
8:45-9:15 a.m.	Alma Clayton- Pedersen, OCRSM Meeting
	Catherine Carroll, Director and Title IX Officer, Office of Civil Rights and Sexual Misconduct, 1402 MMH
9:15 – 10 a.m.	Bill Harvey, Student Leaders, Stamp Union, Calvert 2100

The following list of students have been invited, but not all have confirmed attendance:

Chris Henderson
Naila M Al Hasan
Ishaan Parikh
Zoey Warecki
Michael Goodman
Max Balagtas-Badoy
Samuel Koralnik
Olatomiwa Sobande
Jaime Martin Atilano
Sarah Grady
My-Asia Chaplin
Natania Lipp
Ryan Garfinkel
Ifechukwude Arah
Ajay Mahesh
Clarissa Robinette Corey-Bey
Zach Caplan Karla Casique
Taylor Green
Emmanuel Massalee

9:30-10 a.m.	Alma Clayton- Pedersen, Advance Meeting
	Kerry Ann O'Meara, Professor, Higher Education and Associate Dean, EDUC 1402 MMH

MASTER Schedule

9:30-10:15 a.m.	Rusty Barcelo, LGBT Equity Center Meeting

Shige Sakurai, Acting Director, 2218 MMH

10:15 a.m. -11 a.m.	Alma Clayton- Pedersen, OMSE Site Visit

Christopher Lester, Director

Shaunna Payne Gold, Associate Director

1101 Hornbake Library

10:15-11a.m.	Bill Harvey, BFSA & Nyumburu Site Visit

Solomon Comissiong, Assistant Director of Student Involvement and Public Relations, Nyumburu Cultural Center
Brandon Dula, Vice President of the Black Faculty Staff Association
Ronald Zeigler, Director, Nyumburu Cultural Center
Anne Reese Carswell, Associate Director, Nyumburu Cultural Center

Nyumburu Cultural Center, 4108 Campus Drive

10:30-11:15 a.m.	Rusty Barcelo, Resident Life Meeting

Dennis Passarella –George, Associate Director South Campus

Steve Petkas, Associate Director, Student and Staff Development

2411 MMH

11:15 a.m. -12:15 p.m.	Alma Clayton- Pedersen, MICA Site Visit

James McShay, Associate Director for the Adele H. Stamp Student Union and Multicultural Advocacy Programs

Brandon Dula, Assistant Director for MICA
Yvette Lerma Jones, Coordinator for Latinx Student Involvement & Advocacy
Kai Kai Mascarenas, Coordinator for Asian American Pacific Islander Involvement & Advocacy
Erica Simpkins, Program Administrative Specialist

Stamp Student Union, Suite 1120

11:15-12 p.m.	Bill Harvey, Sorority and Fraternity Meeting

Matt Supple, Director

2417 MMH

11:15 a.m.- 12 p.m.   Rusty Barcelo University Human Resources Meeting

Jewel Washington, Assistant Vice President

2411 MMH

12:30-2 p.m.   KEY ADMINISTRATORS LUNCH WITH EXTERNAL REVIEW TEAM

2111 Main Administration

Bill Harvey, Rusty Barcelo, Alma Clayton- Pedersen

Joel Seligman: Associate Vice President for Marketing and Communications

Linda Clement: Vice President for Student Affairs

Carlo Colella: Vice President for Administration and Finance

Laura Anderson Wright: Associate General Counsel, Legal Affairs

Breakout Meetings Continue

2:15-2:45 p.m.   Alma Clayton- Pedersen, Ombuds Meeting

Cynthia Edmunds, Staff Ombuds Officer, Office of the President

2417 MMH

2-3 p.m.   Bill Harvey, President's Commissions

2411 MMH

2- 3 p.m.   Rusty Barcelo, AAPI (Asian American Student Involvement)

Shige Sakurai

2308 MMH

2:45-3:15 p.m.   Alma Clayton- Pedersen, Faculty Affairs Meeting

John Bertot, Associate Provost

2417 MMH

3:30-5 p.m.   External Review Team, CDO and Equity Administrators

Roger Worthington, Chief Diversity Officer and Associate Provost

MMH 0100

6 p.m.   Dinner, External Review Team

Kapnos, The Hotel

Frfdy prH27, .Q.$

8:15-9:15 a.m.	External Review Team and Senior BFS, Old Maryland Grill

Dean Bonnie Thornton Dill, ARHU

Dean Darryll J. Pines, ENGR

Dr. Stephen B. Thomas, SPHL

Dr. Sharon Lavonne Fries-Britt, EDUC

Dr. Oscar Barbarin, 8505

Dr. Robert T. Jackson, AGNR

Dr. Mary Helen Washington, ARHU

External Review Team Meetings with the Deans: 1119 Main Administration

9:30-10 a.m.	Dean Lucy Dalglish JOUR, Dr. Doug Oard, Associate Dean, INFO
10-10:30 a.m.	Dean William Cohen, UGST and Babak Hamidzadeh, Interim Dean, Libraries
10:30-11 a.m.	Dean Sonia Hirt ARCH and Dean Darryll Pines, ENGR
11-11:30 a.m.	Dean Greg Ball, 8505
11:30-Noon	Dean Boris Lushniak, SPHL
12-1 p.m.	Latinx Working Group, 0118 Main Administration, Lunch provided

The following list of individuals have been invited, but not all have confirmed attendance:

Gloria Aparicio Blackwell
Ruth Enid Zambrana
Yvette Isela Lerma Jones
Laura M. Bohorquez Garcia
Nancy Raquel Mirabal
Perla M Guerrero
Michelle M Espino
Britta L Anderson
Ana Patricia
Rodriguez Eva
Canizales Pacheco
Yanira Pacheco Ortiz
Christopher Lester
Ronald W. Luna
Edgar Moctezuma
James J McKinney
Melissa Del Rios

MASTER Schedule

1-1:15 p.m.	Break
1:15-2:15 p.m.	External Review Team, 001 Leadership Team
	0118 Main Administration
2:15-3 p.m.	External Review Team Work Time
	0118 Main Administration
3-4 p.m.	External Review Team De-brief with Provost Rankin and President Loh
	President's Office
	1101 Main Administration

Questions for the External Review Team

Senior Vice President and Provost Mary Ann Rankin

1. How can we optimize the equity, diversity and inclusion efforts at UMD to have the greatest impact and effectiveness?

2. How does UMD compare to peer institutions with respect to campus initiatives and programs to promote diversity, equity and inclusion?

3. What role should the deans and colleges play in diversity and inclusion programs?

4. Are there significant gaps in programs that we should work to address?

5. What would it take to become a national model for diversity and inclusion?

6. Are there additional programs or exemplars of best practice that you UMD should study for possible adoption or emulation?

7. Are our general education curriculum requirements effective means of improving the campus climate of diversity and inclusion, or should we undertake efforts to improve our requirements and offerings?

8. Is campus leadership doing all that it could to model and implement core values of diversity, equity and inclusion? What more would be helpful/effective?

9. Are campus policies appropriate to deal with current challenges such as hate bias incidents? Is campus law enforcement appropriately represented in responses to campus hate-bias incidents?

10. Is the campus law enforcement adequately prepared to deal with a major incident on campus?

11. Can you cite particularly effective programs for increasing the number of underrepresented minority faculty at junior and senior levels?

Diversity, Inclusion, Equity and Social Justice Assets Map

Academic Proe:rams

| African American | Women's | Native American | Jewish/Meyerhoff Center | Latin American |
| Asian American | LGBT | Persian | U.S. Latino Studies | Ethnomusicology |

Hearing and Speech Sciences/Clinic/LEAP School   American Studies
Department of Behavioral and Community Health   School of Public Health

Academic/Research Centers and Institutes/Academic Assets

The Consortium on Race, Gender and Ethnicity (CRGE): http://www.crge.umd.edu/research.html

Intersectional Qualitative Research Methods Institute (IQRMI): http://www.crge.umd.edu/IQRMI/index.html

Maryland Equity Project (Education: http://www.education.umd.edu/TLPL/centers/MEPL)

Center for East Asian Studies   Judge Alexander Williams, Jr. Center for Education, Justice and Ethics

Roshan Cultural Heritage Institute, Center for Persian Studies

David C. Driskell Center   The Clarice   Maryland Population Research Center

Social Justice Lab: https://umdsocialjusticelab.wordpress.com/

Maryland Center for Health Equity (Public Health): http:fLsph.umd.edu/center/che

Ma[Yland Institute for the Humanities

Center for International Development and Conflict Management: https:L|cidcm.umd.edu/

Library Diversity Advisory Committee/Subject Librarians/Special Collections

College/School Diversity Initiatives

Educational/Learnine: Opportunities

Undergraduate Curriculum (Understanding Plural Societies/Cultural Competence Requirement)

Global Studies Minor Program   Education Abroad

Graduate Opportunities   Office of International Affairs

Faculty/Staff Recruitment and Retention

Procedures and Guidelines for Conducting Searches at The University of Maryland

Equity Council   Target of Opportunity Hires   Inclusive Hiring Pilot   Post-Doctoral Program

Faculty and Staff Resources (Professional Development)

ADVANCE   TLTC Inclusion and Diversity Workshop Series

Faculty/Staff Student Family and Work Life Assets/Supports

Lactation Rooms   Elder Care Resources   Child Care Resources   Campus Trans Resources

Planned Child Care Center (0-5)   Center for Young Children (http://www.education.umd.edu/CYC/}

[See: https://sites.google.com/site/womenumd/services]

Center for Healthy Families (Department of Family Science)   Counseling Center   Gender Neutral Restrooms Map

Gender Neutral Bathrooms   University Chaplains   Faculty/Staff Assistance Programs

Affinity Groups

Black Faculty and Staff   Latino Faculty and Staff   LGBT Faculty and Staff Association

Alumni Affinity Networks (Latino, Muslim, Lambda Pride, Divine Nine, Black Men, Black Alumni, Asian Pacific American)

Academic Support and Student Services/ Pipeline and Precolle2:e Pro2:ramming

Office of Multi-ethnic Student Education (OMSE)   Disability Support Services

Intensive Educational Development Programs (IED) And Student Support Services Program (SSS)

Educational Opportunity Center(EOC)   Su.mmer Transitional Program

Ronald E. McNair Post-Baccalaureate Achievement Program

Center for Minorities in Science and Engineering

Veteran Student Life (http://thestamp .umd.edu/veteran_student_life)

Women in Engineering   Maryland Center for Women in Computing

National Science Foundation Louis Stokes Alliances for Minority Participation (LSAMP) Program:
httg:Uwww.cmse.umd.edu/lsamg

Summer Research Initiative: https://bsos.umd.edu/diversity/landingtopi c/summer-research-initiative

University of Maryland Incentive Awards Program (IAP)

Upward Bound/LIFT: httgJ/www.grecollege.umd.edu/   Career Center

Office of Graduate Diversity and Inclusion: httgs://grads chool.umd. edu/ogdi

Maggie Bridwell Center for Women's Health: http://www.health.umd.edu/womenshealth

UMD Counseling Center: http':://www .counseling.umd.edu/

Undocumented Student Resources:httg ://undo cumented. umd. edu/

Student Success Office: httQ://studentsuccess.umd.edu/   Office of the Bursar: https://bursar.umd.edu/

Student/University Community Centers and Institutes

Nyumburu Cultural Center   LGBT Equity Center   Armed Forces Center

Residential/Livinf! Learninf! Communities

Global Communities   CIVICUS   Carillon Social Change   Social Justice Day

Mixed Gender/Gender Inclusive/Gender Neutral Housing

Common Ground Multicultural Dialogue Program: http://reslife.umd.edu/programs/commonground/

Student Or2anizations

Multicultural Involvement and Community Advocacy (MICA)   104 Student Orgs

Community En2:a2ement

Maryland Lead Program:http://thestam12.umd.edu/leadership_community_
service- learning/programs/ma!}'.land lead program

Beyond the Classroom: http://www.beyondtheclassroom.umd.edu/

Office of Community Engagement   College Park Academy

Compliance (EEO; Title IX and Reportine:)/Safety /Addressine: Concerns

Office of Civil Rights and Sexual Misconduct   Office of General Counsel

University Human Resources : httQ://uhr.umd.edu/affimiative-action/

UMCP's Department of Campus Safety

Ombudspersons (UG, grad, staff, faculty)   HR ADA Reasonable Accommodations

Intercolle2:ia te Athletics

Governance and Infrastructure/Climate Process

(Structure; Strategic Plans/Alignment and Integration; Missions; Authority; Resources ;Accountability; Monitoring and Responsibility ;Climate and Culture ;Communications)

COO	001	President's Commissions (Disability; Ethnic Minority , LGBT, Women)

'Transforming Maryland' 2010 Strategic Plan for Diversity and Inclusion

Equity Administrators/Diversity Officers/DO Network

Equity Charge	Maryland Dialogues	"RISE ABOVE" Grants	The Thriving Workplace Initiative

University Senate Equity Diversity and Inclusion Committee

Diversity Advisory Council   President's Student Advisory Council on Diversity & Inclusion

Diversity Recommendations & Commonalities
(UMD 2018)

Task Force Report

- Promote Values Statement
- Develop Comprehensive Training & Education Initiatives
- Implement Hate-Bias Protocol, Program & Reporting

- Increase Under-Represented Faculty
- Increase Leadership Transparency

Collaboration & Coordination
Resource Allocation
Leadership & Accountability
Communication
Training & Development

- Design a Professional Development Program
- Create an Adivsory Diversity Council
- Create a Feeder Program

- Share Study Findings
- Acknowledge Different Experiences
- Improve And Align Training and Policies

External Review

Climate Study

Transforming Maryland

Expectations for Excellence in Diversity and Inclusion »

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Transforming Maryland

Expectations for Excellence in Diversity and Inclusion »

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

1. 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

Olgalidia 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
CENTER FOR ENVIRONMENTAL SCIENCE

University of Maryland
CENTER FOR ENVIRONMENTAL SCIENCE

University of Maryland Center for Environmental Science

Cultural Diversity Programs and Planning 2018-2019

Summary Statement

UMCES Goals to Enhance Cultural Diversity and Inclusion

UMCES has reaffirmed its commitment to provide a workplace and culture that promotes programs dedicated to cultural diversity and inclusion in the recently developed *2019 UMCES Strategic Initiatives Plan* which states the following:

"UMCES will be an exemplar of environmental science professionals reflecting the face of the communities served by its work. Knowledge discovery accelerates and the societal relevance of scientific research improves when supported by a diverse workforce. Building this culture requires new commitments. We will **enhance diversity** of interns, graduate students, faculty, and staff. We will **cultivate inclusivity** through professional development and innovative mentoring. We will incentivize change via individual and institutional performance metrics."

Through collaborations with other USM institutions, including the Maryland Sea Grant College that it administers, UMCES continues to lead, coordinate, and catalyze environmental research and education within the USM.   The 2019 Strategic Initiatives 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.

UMCES Areas of Emphasis to Enhance Cultural Diversity

Our approach to tackling this important plan focuses on **recruitment** and **campus climate**. In larger institutions, such work is typically associated with a diversity and inclusion office, staffed by professionals trained in the skills and knowledge of this field. Given UMCES' size, it is unlikely that an entire office can be devoted to this work. However, the appointment of a diversity officer who has the professional background and experience in this type of institutional change could be transformational. We are considering how best to fill this role as funding and added budgeted position requests continue to be a challenge.

Recruitment and Retention: Recruitment to UMCES happens through both search committees as well as student admissions to graduate programs. There are a number of practices to be considered that can increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty. For example, search committees for faculty and staff should receive training specific to the hiring process, while also recognizing that recruitment may extend outside of formal committees. Coupled with these efforts, procedures are needed to document and assess efforts to expand the pool of diverse applicants. *For staff and faculty hires we envision a new set of procedures and tracking efforts that target outreach/recruitment, training of search committees (especially on unconscious bias), and evaluation of a set of metrics that can be used to describe progress.*

APPALACHIAN LABORATORY   CHESAPEAKE BIOLOGICAL LABORATORY   HORN POINT LABORATORY
INSTITUTE OF MARINE AND ENVIRONMENTAL TECHNOLOGY   MARYLAND SEA GRANT COLLEGE

AN INSTITUTION OF THE UNIVERSITY SYSTEM OF MARYLAND

For our student population, we must consider a host of practices, from exposure to the institution through internships to our influence on the graduate admissions process and financial support. Increasing diversity and enabling successful careers requires reinforcement of positive experiences at multiple touch points, from K-12 experiences to mid-career promotions. ***UMCES can contribute by coordinating and integrating efforts across the career trajectory of internships for high school and undergraduate students, graduate student recruitment and training, post-doctoral experiences, and faculty recruitment and retention as a means of advancing diversity and inclusion at each key step in a scientist's career.*** Having diversity at each career stage within the institution will also afford synergisms that further reinforce the broad range of diversity objectives across career stages.

UMCES faculty currently supervise a handful of programs targeting underrepresented groups, such as Centro TORTUGA and the Living Marine Resources Cooperative Science Center. While these programs have had some success, much could be done to build and expand these efforts. We also envision partnering with minority serving institutions and their faculty to inform and improve recruitment/retention and our campus climate. Once recruited, conscious effort should be focused on improving retention of employees from underrepresented groups at UMCES. For example, UMCES should pursue opportunities for additional mentoring that is available and accessed, and that overall improvements in campus climate provide a productive and constructive workplace. In order to accomplish this goal, ***we will need additional resource infrastructure and funding to insure these programs are developed and policies are created that lead to improvements. In addition to a diversity officer role we are looking to form and engage an UMCES Diversity and Inclusion Task Force across our campus locations.***

Campus Climate: Tackling the "inclusion" aspect of this strategic plan goal necessitates consideration of our campus culture and climate. ***A baseline Campus Climate Survey will provide a means to identify areas of strengths and weaknesses, as well as to provide a way to communicate to the community our understanding of relevant issues and concerns***. We also emphasize the need for training on diversity and inclusion, with a special focus on unconscious bias and fostering a learning environment on these topics that is appropriate for all members of our community. In addition to appointing a diversity officer, we see these approaches as cornerstones to creating the opportunity for growth and improvement at UMCES in this regard.

Areas of Progress and Improvement

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

Hiring and Search Procedures
UMCES implemented the PeopleAdmin hiring and recruiting system in March 2018 which includes an applicant diversity tracking and reporting module. In FY 2019 UMCES completed 14 hiring searches with 4 minority candidate hires. We continue to work on enhancing our faculty and staff search procedures and provide training for search committees to focus on attracting a diverse applicant pool. A workgroup to develop and recommend enhancements to our current search procedures and training has been formed and updated procedures are expected to be finalized by December 2019.

Partner with other USM institutions to increase enrollment and diversity in the MEES program.
UMCES partnered with UMD and submitted a joint $1M enhancement funding request to the USM in May 2018 for fellowship funding to attract and retain students in the program with a focus on increasing underrepresented minority student enrollments. Unfortunately, due to other competing priorities this request was not funded in 2018. UMCES and UMD intend to re-submit the proposal in 2019.

Engage students from underrepresented groups in UMCES environmental sciences programs.
For the past several years, UMCES continues participation in the Living Marine Resources Cooperative Science Center, a minority training partnership supported by the National Oceanic and Atmospheric Administration (NOAA). In 2019 $457,000 is currently funding student research, stipends, and tuition. This is a $157,000 or 52% increase over last year's funding.

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

Engage campus in Institutional Assessment process to include a Campus Climate survey
UMCES began planning for a Campus Institutional Assessment project to include a campus climate and diversity and inclusion discussion in July 2018. We expected to complete the surveys and interviews by end of calendar year 2018, but did not receive MSCHE guidance and approval on the process details until early 2019. Interviews and feedback session are in progress. Results and data analysis are expected to be completed by December 2019.

Engage Student Organizations in Diversity and Inclusion Planning
The UMCES Graduate Student Council shared their Diversity and Inclusion Plan with UMCES Executive Council leadership in May 2017. The UMCES Plan was shared with the Student Council in October 2018 and a Student representative has been appointed to the UMCES Administrative Council for ongoing discussions, plans and feedback.

Designated gifts & grants that support cultural diversity
UMCES faculty and staff continue to pursue targeted funding to attract and retain minority students. L'Oréal has provided funding in support of research mentoring activities for underrepresented students in STEM at the community college level. UMCES-IMET also received $80K in private donor funds to support undergraduate student summer internships in STEM research related experiences and mentoring.

Conclusion
Clearly, there are great opportunities and a commitment for UMCES to expand our work to meet a shared vision of a diverse and inclusive institution. Our biggest challenge continues to be funding and organizational resources in support of these goals.   We look forward to the development of an UMCES wide working group approach in the next year to help develop and implement these programs and changes.
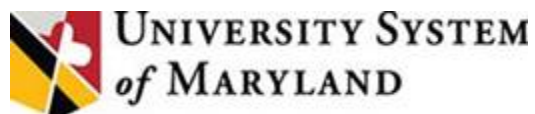
2018-2019
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT TEMPLATE

Institution: _____UMCES_____ **Date Submitted:** **4/17/19**

_____

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

Overall Guidelines:
- **For the 2018-2019 Programs of Cultural Diversity Annual Progress Report, complete the two sections (and subsections) in this template.**
- **In total (including all statements and tables) your report should be 10 to 12 pages.**
- **Please submit your report to Zakiya Lee (zlee@usmd.edu) by Wednesday, April 17, 2019.**
- **The USM will generate the desired demographic information; institutions are not responsible for providing that information.**

Section I: Progress Report: §11-406 of the Education Article states that each public institution of higher education 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.

Summary Statement
Provide a summary or overview (2-3 pages max) of your institution's plan to improve cultural diversity. Include major goals (short-term and/or long-term), areas of emphasis, strategies for implementation, and an explanation of how progress is being evaluated. Please include major challenges and successes. Additionally, indicate any areas of progress since last year (or over the last few years) and areas where continued improvement is needed.

This summary should be seen as a prelude to the examples you share in the following tables.

Goal 1: **Use the table to share how you are increasing the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty. Bulleted, succinct descriptions of <u>major</u> initiatives and strategies are ideal; additional narrative is not necessary.**

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

Timeline for meeting goal within the diversity plan: _____March 2018 and ongoing_____

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
UMCES UPDATE • Implementation of PeopleAdmin tracking system for hiring and recruitments – March 2018. Includes applicant diversity tracking.	• Faculty/Staff searches completed FY 2019 to date.	• 26 hiring searches initiated in FY 2019, 14 completed with 4 minority candidate hires. An increase of 3 minority hires over last year report.	• Continued improvement in search process/recruitment procedures to attract diverse applicant pool in a nationally underrepresented STEM field.
• 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.	• Underrepresented minority student enrollments in MEES program.	• Student Enrollment data	• 2018 joint UMD/UMCES enhancement funding request not funded due to limited resources. Plan to re-submit for 2019.

2

• Continued participation in NOAA Living Marine Resources Cooperative Science Center. (LMRCSC)	• $457K current active funding from NOAA supports student research, stipends, and tuition. A $157K increase over last year or 52% increase in funding.	• Program has graduated over a dozen students and two students advanced to candidacy in 2018. Over a dozen students have been co-mentored by UMCES faculty in marine science programs at partner institutions.	• Additional similarly targeted funding opportunities.

Goal 2: **Use the table to share how you are creating positive interactions and cultural awareness among students, faculty, and staff on campus. Bulleted, succinct descriptions of <u>major</u> initiatives and strategies are ideal; additional narrative is not necessary.**

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

Timeline for meeting goal within the diversity plan: __July 2018 and ongoing_____

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
UMCES UPDATE			
• UMCES began planning for its first Institutional Assessment process in July 2018 including a campus climate and diversity and inclusion assessment. Expected to complete November 2018 but process approval from MSCHE was later than expected deferring start date until early 2019. Expect to complete initial internal assessment and analysis June 2018 with results published by December 2019.	• Interviews and survey results.	• Data results and analysis still in progress.	• Not known until final results are compiled and completed.
• Graduate Student Council Diversity and Inclusion Plan shared with UMCES Executive leadership May 2017 for feedback and discussion of proposed initiatives.	• Ongoing feedback from Graduate Student Representatives appointed to UMCES Administrative Council.	• Included student representative on UMCES Administrative Council which includes all Executive and Administrative leadership. Provided student requested funding for Leadership Seminar programs at UMD.	• Funding to support Student Council requested initiatives.

• Ongoing pursuit of gifts and grants that support cultural diversity initiatives.	• Number and $ value of gifts and grants received.	• In addition to $457K in NOAA funding to support minority student success in marine sciences and L'Oréal support of research mentoring activities for underrepresented community college students in STEM, UMCES-IMET received $80K in private donor funds to support undergraduate student summer internships to support mentoring and STEM research related experiences.	• Additional similarly targeted funding opportunities.

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: Appendix -- Institutional Plan for Cultural Diversity

The aforementioned statements and the information within the tables should be aligned with your institution's plan for cultural diversity, which is required by §11-406 of the Education Article. §11-406 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 a copy of your institution's plan for cultural diversity.
The institutional cultural diversity plan should be in an appendix and should not be included in the 12-page maximum.

Please email your complete submission to zlee@usmd.edu by Wednesday, April 17, 2019.

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 pf 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.*

APPALACHIAN LABORATORY   CHESAPEAKE BIOLOGICAL LABORATORY   HORN POINT LABORATORY
INSTITUTE OF MARINE AND ENVIRONMENTAL TECHNOLOGY   MARYLAND SEA GRANT COLLEGE

AN INSTITUTION OF THE UNIVERSITY SYSTEM OF MARYLAND

- *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.

UNIVERSITY OF MARYLAND EASTERN SHORE
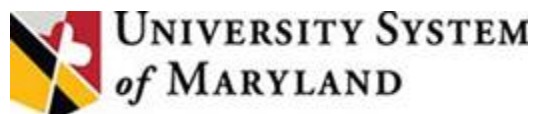
2018-2019
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT TEMPLATE

Institution: ___**University of Maryland Eastern Shore**___   **Date Submitted:** ___**April 23, 2019**___

Point(s) of Contact (names and email addresses): ___**Dr. Rondall E. Allen   reallen@umes.edu**___

Summary Statement

The University of Maryland Eastern Shore (UMES) 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, data on the numerical representation of faculty, staff and students, and the variety of strategies implemented are reviewed and 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.

UMES will be restarting its strategic planning process next academic year and goals, objectives, and strategies related to cultural diversity and inclusion will continue to be apart of our future strategic plan. Over the past few years, the demographics of the campus community have changed. Given these changes, the university intends to revisit its original goals to better align them with current demographic data. In addition, UMES intends to revise its existing Cultural Diversity Plan.

The subsequent tables depict a *small selection* of goals/strategies that UMES has implemented in order to ensure cultural diversity on our campus. We are extremely proud of the collective efforts of our campus in promoting cultural diversity.

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
RICHARD A HENSON HONORS PROGRAM			

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. Percentage of Honors applicants who do not identify as African American. Percentage of Honors Program students who do not identify as African American.	24: Schools/College Fairs To-date: 50% (n=25 of 50) 39.58% (60.42 % Black; 25.52 % White; 4.69% Asian; 4.69% Hispanic/Latino; 1.56% Other)	Continued expansion of our recruitment efforts to include greater numbers of "feeder" schools with high concentrations of diverse students.
OFFICE OF HUMAN RESOURCES			
Hire Academic Search Firm to fill cabinet level positions (Three VP's and a Provost)	Data to review number of non-African Americans interviewed for positions vs number hired	Two of four cabinets positions filled by non-African Americans Four Administrative positions (General Counsel, Title IX, Associate Administrator for Extension, and Director of Government Relations) filled by non-African Americans	Pending funding may use search firm for future Dean or higher level positions
Increase encouragement in diversity in search committee appointments	Review of individuals appointed to search committees for diverse representation		University wide participation on search committees to include inter-departments to increase diversity in networking vacancies
Broader participation in filling of adjunct positions from outside of home departments	List of places where positions are being advertised Increase in non-African American Adjunct Faculty	Eleven out of the fourteen adjuncts hired were non-African Americans	Retaining underrepresented groups in faculty and staff positions
Broader participation in advertisement of student positions	List of places where positions are being advertised	Increase in non-African American students hired in Residence Life, Engineering, Math, Education, Natural Sciences	Ensuring off-campus students are aware of job openings
DIVISION OF ENROLLMENT MANAGEMENT AND STUDENT EXPERIENCE			
The recruitment team attends recruitment events designed for targeting diverse student populations such as the Palm Beach, FL County Annual HBCU/Hispanic Serving Institution College Fair, and the annual National Hispanic College Fairs.	Number of total applications Number of recruitment events attended	3,862 total applications received to date Total number of college fairs & events for fall and spring: 155	Renewable diversity scholarships to support transfer students and first-time students; better collaboration with community colleges; continue to build better partnerships with local

Increase the number of MOUs with community colleges	Number of transfer student applications	Total number of hours for events: 484 hours	schools for increasing cultural and geographic diversity; hiring of a multicultural recruiter.
The recruitment team continues to saturate Maryland public and private schools with various diverse student populations.	Number of transfer student scholarships awarded	Total number of onsite : 88 onsite events	
	Number of first-time student applications and scholarship offers.	163 fall 19 transfer application and 133 spring 19 transfer applications, totaling 296 apps to date.	
		981 scholarships offered to first time students and 85 accepted	
		33 scholarships offered to transfer students and 11 accepted	
Recruit and hire diverse staff and student leaders in the Center for Access and Academic Success	50% of the staff and students that do not identify as African American.	56% of the staff and 67% of student leaders are not African-American	Increase the number of international students from Spanish speaking countries.
Develop more dual enrollment programs with high schools in Maryland	MOUs and actual recruited students	Dual enrollment agreements are pending with Worcester, Dorchester, Wicomico, and Somerset Counties; two additional agreements are in progress with Prince George and Harford County schools.	Complete MOUs and develop relationships with MD High Schools.
DIVISION OF ACADEMIC AFFAIRS – SCHOOL OF AGRICULTURAL AND NATURAL SCIENCES			
Our recruitment and hiring practices are in compliance with UMES's policy on non- discrimination. Positions are advertised through a variety of outlets and all groups are welcomed to apply.	Diversity of hiring pool.	The Department hired two new faculty members in fall 2018 from a pool of diverse candidates. One of the new hires is a female of Asian origin and the other is a Caucasian male.	Current strategies should be maintained.
MOU renegotiated to continue the dual degree program permitting students to earn both a B.S. in Biology from Salisbury University and a B.S. In Environmental Science at UMES in 120 credits.	Number of students in Program: This program brings up to 15 majority students per year into the UMES Environmental Science program.		
MOU signed that allows students to pursue a 3+3 option providing both an ACS approved B.S. degree in Biochemistry and a Pharm.D. degree in 6 years.	This is the first year the program is available. We are mapping inquiries from students at this time, and will		

		note the number of matriculates of the program in the fall.	
DIVISION OF ACADEMIC AFFAIRS – SCHOOL OF BUSINESS AND TECHNOLOGY			
Regular scheduled Hospitality and Tourism Management (HTM) recruiting visits to community colleges where identifying group is non-African Americans.	Percentage annual graduation rate of identifying group.	Identifying group graduation remains stable at 30-45% of graduating class 2013-2018.	Continuous involvement of identifying group alumni in recruiting efforts and return to campus to assist with department, special events.
Master's degree program in Career and Technology Education in Baltimore to increase the enrollment and retention of underrepresented students.	Graduate CTED student advisees by ethnicity	There currently 50 CTED advisees: Black: 19/50 (38%), Hispanic: 2/50 (4%), Asian: 2/50 (4%), and White 27/50 (54%).	Funding for travel to professional development sites
The Department of Technology hosted a three week STEM program called the Summer Transportation Institute. The Summer Transportation Institute provides awareness to middle school students on transportation careers and encourages them to consider transportation-related courses of study in their higher education pursuits	Ethnicity of attendees enrolled in the Summer Transportation Institute.	Over 30 students from Dorchester County summer camp attended an engineering design challenge hosted by the Department of Technology. Ethnicity: 30/30 African American.	Create more opportunities in Wicomico, Worcester, and Somerset counties.
Building awareness of the Construction Management program by presenting at Washington High School in Princess Anne, Maryland. This presentation was part of the Maryland Business Round Table.	The number students who attended the event at Washington High School.	The summer Transportation Institute had 20 attendees from three Eastern Shore counties and seven different elementary and middle schools. The ethnicity breakdown: African American 19/20 (95%), Caucasian 1/20(5%).	Obtain more funding to increase enrollment of the summer program and exposure to UMES programs.
The Department of Technology hosted high school students from across Sussex county, Delaware. The goal of this visit was to generate student awareness in lower Delaware of the Department of Technology's unique programs.	The number of students.	Thirty students attended the presentation.	Encourage more UMES faculty to participate in local events by the Maryland Business Round Table.
		The number of students attended: 40	Offer this opportunity to more local area schools to increase awareness of programs at UMES.
The department Chair or Engineering Program Coordinator has been attending the BEYA (Black Engineers of the Year Award) STEM Conference in Feb 2019. We bring about 50+ students to the career fair hosted at the BEYA conference. Many engineering students received internships and full-time employment	Engineering Enrollment Data and the rate of increase	Engineering enrollment as of fall 2018 is 142, representative slight decline of enrollment compared with last year's data.	More recruitment effort to high schools and community colleges is needed.

offers from major corporations through on-site interviews and career networking at BEYA Recruitment, Retention and Success of Aviation Students. The aviation team continues to engage in outreach program to advertise the flight instruction program at UMES.	The number of full time employment offers or internships from major corporations to our engineering students or graduating seniors.	In 2018-2019, at least 5 of our graduates in engineering have received full-time employment offers from Northrop Grumman, NASA, etc.	Continue to develop collaborations with industry to help engineering students to receive full time employment and internships for workforce development.
Engineering Graduation. The number of graduates who were eligible for graduation has also increased significantly.	The number of enrolled students in the professional pilot program has increased significantly compared with Year 2017.	In 2018-2019 academic year, 22 students enrolled in the professional pilot concentration, compared with 7 students in professional pilot in the 2016-2017 academic year.	Continue to advertise the aviation program to reach out to students in the local regions and in the State of Maryland.
Admission to Graduate Schools	The number of graduates who applied for graduation.	23 students are expected to receive the BS degree in engineering 2018-2019 academic year. In the academic year of 2015-2016 (two semesters), there were only 8 engineering students who applied for graduation.	Continue to develop academic advising policy to ensure four year to six year graduation.
	Number of students admitted to graduate schools in engineering	Engineering graduate of December 2018 Habilou Ouro-Koura was admitted to the Mechanical Engineering Ph.D. Program at Rensselaer Polytechnic Institute with scholarship for 5 years.	
The Department of Mathematics and Computer Science carried out a large digital and personal contact campaign to encourage high school students, especially minority and women, interested in Departmental programs to contact the University for information on enrollment, financial aid, scholarships, and campus life activities.	Number of students that officially commit to enrollment in the Department or in the University. Fall to Spring – examine the return rate of students.	The Department had a total of 53 personal student contacts with student recruits thus far via the open house, Admitted Student Day, etc. 45 students attended the Fall Mathematics and Computer Science Problem Solving Challenge. The Department had only 11 students of the 159 Departmental students not return from Fall 2018 to Spring 2019 semester.	The Department has to improve its ability to secure financial incentives to attract larger numbers of high achieving students earlier in the recruitment process.

DIVISION OF ACADEMIC AFFAIRS – SCHOOL OF EDUCATION, SOCIAL SCIENCES AND THE ARTS			
The Department of English and Modern Languages established an MOU with Eastern Shore Community College (ESCC) in 2016. Location of ESCC is in Melfa, Virginia; a rural area on lower Eastern Shore of Maryland. This initiative was done to attract students to the English B.A. program at UMES.	MOUs established with regional community colleges	One new MOU with ESCC was signed in 2016. A faculty member is actively recruiting at ESCC and in the Accomack County area.	Additional scholarships need to be developed to attract transfer students.
The Department of Fine Arts targeted high schools with populations of traditionally under-represented students to recruit.	Faculty did visits to Severna Park High School, Snow Hill High School, and James Hubert Blake High School.	Schools were visited in person or contacted by phone and email.	Institutional research needs to provide data on were applicants have come from to judge the success of the initiative.

Goal 2: **Use the table to share how you are creating positive interactions and cultural awareness among students, faculty, and staff on campus. Bulleted, succinct descriptions of** major **initiatives and strategies are ideal; additional narrative is not necessary.**

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: • 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
RICHARD A. HENSON HONORS PROGRAM			
Curriculum supports cultural diversity in the Classroom: HONR 101 Freshman Seminar (Selves & 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) Co-Curricular Programming: International Service/Study Programs	Percentage of first-time, full-time honors students enrolled in HONR 101. The number of students enrolled in HONR 301 / participating in credit-bearing international service/study programs. Number of students participating in international service/study programs	94.2% during AY 2017-2018. N= 45 of 49 incoming FT students completed (Fall 2018) or are currently enrolled in (Spring 2019) the course. N=9 (Spring 2019). N= 35. 9 student participants in the International Service Learning-Dominican Republic program (January 2019).	Ensure that sufficient sections of the course are offered as the Program grows. Currently, we offer 2 sections in the Fall, 1 in the Spring. Develop similar programs in other international sites.

		22 student participants in the Honors/HTM/Art History collaboration in Italy (March 2019) Other students studied summer, Fall/Spring terms in Spain, Italy, UK, and Estonia.	
CENTER FOR INTERNATIONAL EDUCATION			
Promotion of study abroad through classroom visits, global ambassador activities, email distribution, and social media.	Number of classroom presentations; number of students advised by global ambassador; number of times emails are distributed; and number of social media posts	Two classroom presentations on study abroad were completed in fall 2018 and spring 2019. 3 campus global ambassadors currently promote study abroad to university students; 5 students have been advised by these campus ambassadors. Email and social media posts are done daily promoting study abroad opportunities and scholarships for students. 180 visitors came to the Center, including international faculty and researchers. Over 100 students have been advised for study abroad in the last year. 62 students were awarded complimentary passports through the CIEE partnership to encourage underrepresented students to travel abroad. 5 students participated in study abroad programs (Spain, London, and Italy in summer 2018; Estonia in spring 2019). One student accepted for summer 2020 in South Korea. 3 Gilman Scholars awarded for students who studied abroad in South Africa, Costa Rica, and Estonia. 9 multi-discipline students participated in international service	Personnel (assistant director and program manager) to support the growing study abroad program and administration of growing department activities. Resources to implement activities (refreshments, cultural performances), not covered under current funding structure and needed office repairs. Securing campus and external funding to support students' study abroad travel (passports, tickets, visas, immunization, and related requirements) in collaboration with campus units such as institutional advancement and enrollment management and student affairs.

		learning trip, January 2019 to Dominican Republic. A faculty-led spring break 2019 trip with 22 students undertaken to Volterra, Italy.	
International Teas and Treats monthly event to encourage visitors to the Center for creating awareness of services for study abroad for students, professional development abroad programs for faculty; and international education activities for the community; and international students.	Number of participants; types of teas and treats served; and types of information shared.	Between November 2018 and April 2019, hosted five teas and treats events. In November with five student participants; and two faculty members; in December, seven students and three faculty; in February ten students; in March nine students, one faculty member and five visiting scientists; and April five students. Shared study abroad; Peace Corps Prep Program; Peace Corps programs; and Fulbright program information with students; shared professional development opportunities (Fulbright, Seminars, and Fellowships) abroad for faculty. Fifty international students have been provided visa request letters to support international family to attend spring commencement. Two faculty awarded the Carnegie African Diaspora Fellowship (Nigeria: 2017 and 2018; South Africa: 2019).	Personnel to support administrative assistant organize, plan, and implement event.
OFFICE OF HUMAN RESOURCES			
Office customer service training bi-annually	Feedback forms Sign-in sheets Number of complaints regarding race/gender issues	Increase in number of employees signing up for trainings. Increase from 4-5 to 10 or more participants.	Improving participation from campus constituents to sign up for trainings Funding for outside qualified trainers Budget support for full-time trainer in HR

			Increase in mandatory trainings New trainings provided at the beginning of each semester for faculty, staff, and students.
DIVISION OF ACADEMIC AFFAIRS – SCHOOL OF BUSINESS AND TECHNOLOGY			
The Department of Technology hosted the 2nd Initiation Ceremony for Epsilon Phi Tau (EPT). EPT is the International Honor Society for Technology. This society encourages to students to participate in community events and explore the societal impacts of technology.	Ethnicity of student inductees.	The total number of inductees: 15. African American: 10/15 (67%), Caucasian: 2/15 (13%), Other: 3/15 (20%).	Encourage more faculty and students from other UMES departments to join and participate in EPT.
The Departments of Engineering and Technology hosted workshop with Minority Recruiters from NASA. These recruiters shared unique opportunities for minority students pertaining to scholarship, internship, and employment by NASA and other federal contractors.	Ethnicity of attendees at the NASA workshop.	The total number of attendees: 38. African American: 26/30 (68%), Caucasian, 2/38 (5%), Other: 10/38 (26%).	Future workshops in resume development, employment interviewing, and industry lecture series would be beneficial to UMES students.
Department of Business, Management, and Accounting "Getting to Know You activity" that promoted becoming aware of our cultural differences.	level of participation from the group. The willingness of attendees to share the information.	Everyone in attendance participated enthusiastically. It was a great learning activity.	Schedule more Getting to Know You activities.
The BUAD 233, Business Communications course includes a week entitled: Doing Business in Other Countries. During this week the focus is on the cultural communication differences that affect business activities. In that week students learn about conducting business in the global marketplace and specific countries are the focus.	Incorporation of international content in the course.	This is a required course for all business majors so all of our students receive this training and are assigned to research at least one culture and present their research to the class.	Increase the number of international content incorporated into the course.
DIVISION OF ACADEMIC AFFAIRS – SCHOOL OF EDUCATION, SOCIAL SCIENCES AND THE ARTS			
<u>English & Modern Languages:</u> Develop co-curricular activities, such as attending local theater or visiting the monthly art exhibit in the Mosely Gallery to expose students to diverse cultural art forms.	Number of courses requiring participation in co-curricular events.	Ten is the number of courses requiring co-curricular activities. Some of these courses are: ENGL 401 – Modern Drama ENGL 227 – World Literature THAR 101 – Intro to Theater	Continue to promote attendance at co-curricular events to promote cultural diversity and awareness in classroom.
Summer Language Experience for middle school and high school students to learn a critical language such as Chinese, Japanese or Arabic.	We measure progress based on how many consecutive years we have been able to host the program, number of students	Enrollment numbers in the summer programs	This is something we can measure once the program has ended and we have debriefed, but

	enrolled, feedback received from students and parents and exit exam results.		for now, we would like to make the SLE program more consistent and have more language offerings over the summer.
OFFICE OF INSTITUTIONAL EQUITY AND COMPLIANCE			
Development and creation of a revised/updated cultural diversity plan for UMES for the 2019-2020 academic year			
Development and creation of a comprehensive platform of training opportunities for faculty, staff, and students in multiple areas of protected class – trainings will be available online, in-person, and some will offer certificates of completion for the community. Trainings will be available in fall 2019			
Creation of a comprehensive platform focused on diversity through outreach efforts, social media, website growth, posters, and campaign development.			
Development of protocol for bias related incidents for fall 2019			

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 of Maryland Eastern Shore provides a number of options to report crimes and serious incidents and emergencies, to include hate crimes. All students, faculty, staff, and visitors are encouraged to make prompt and accurate reports to the University Police if they are a victim or witness a crime. It is critical for the safety of the community that you report all crimes and other incidents immediately so that the University Police can respond and investigate the situation as soon as possible to determine if a timely warning or emergency notification to the community or a portion thereof, is required.

Reporting Crimes to the University Police

We strongly encourage all members of the University 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. To contact the University Police in an emergency situation dial (410) 651-3300 from a public phone, Ext. 3300 from a University phone, or dial 9-1-1. University extension phones are situated at various locations in academic buildings and in the residence halls throughout the campus. You may also use the "blue light" emergency phones which are placed at various strategic locations on the campus grounds. Non-emergency calls to the University Police should utilize (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.**

If the crime occurred off campus, University Police will direct you to the appropriate law enforcement agency. Crimes occurring at the Arden's Run apartments or the Talons apartments, both public-private housing partnerships located on UMES Boulevard, should be reported to the Princess Anne Police Department at (410) 651-1822. For emergencies you should call 9-1-1. For crimes occurring within the boundaries of Somerset County contact the Somerset County Sheriff's Department at (410) 651-9225 or the Maryland State Police, Princess Anne Barrack, at (410) 651-3101.

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 (Across from Waters Hall). 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.

Section II: Appendix -- Institutional Plan for Cultural Diversity

The University of Maryland Eastern Shore has included its current Diversity Plan, developed and implemented in 2009. During academic year 2019-2020, the university has plans to implement a new institutional plan for cultural diversity. A draft of the new plan has also been included.

INTRODUCTION

The University of Maryland Eastern Shore (UMES) has developed this "Diversity Plan" in accordance with Senate Bill 438 and House Bill 905, identical bills entitled "Institutions of Higher Education – Plans for Program of Cultural Diversity." According to a letter from Attorney General Douglas F. Gansler, dated May 15th, 2008, to the Honorable Martin J. O'Malley, Governor of Maryland:

> *"The bills also require public institutions to develop and implement a wide range of elements to be included in the plans, including processes for reporting campus-based hate crimes, programming to enhance cultural diversity sensitivity through training of students faculty and staff, and a summary of resources needed to effectively recruit and retain a culturally diverse student body."*

Therefore, the remainder of this plan will include those three aforementioned elements. However, the plan will also include several sections: Institutional Background, Institutional Core Values, Commitment to Diversity, Goals and Key Strategies, and the Policies and Procedures for Reporting Campus Based Hate crimes and Bias-Motivated Incidents.

INSTITUTIONAL BACKGROUND

Founded September 13, 1886, the University of Maryland Eastern Shore has a Mission which continues to evolve and which has necessarily become more comprehensive in scope as the University's affiliations, organizational structure, and purpose have been redefined by relevant governing bodies to address state, national, and global needs. UMES, however, maintains its legacy as a comprehensive, 1890 Land-Grant, Historically Black institution and continues its progress to become a Carnegie Doctoral/Research-Intensive institution.

The profile of the University has been changing over recent years due to a period of unprecedented growth. With a fall 2008 enrollment of over 4,300, the University stands as one of the University System of Maryland's fastest growing institutions, with entering students coming from all 23 counties in the State of Maryland, representing more than 37 states in the United States, and originating from over 42 foreign countries. The program mix has expanded to 29 Bachelors degree, 10 master's degree and 7 doctoral degree programs. Overall, growth extends beyond enrollment to programs that define UMES as a modern, comprehensive University that honors its unique 1890 Land-Grant Mission and that respects the urgent need for workforce development on the Eastern Shore of Maryland, in the nation, and throughout the global community.

INSTITUTIONAL MISSION

University of Maryland Eastern Shore, the State's Historically Black 1890 Land-Grant institution, emphasizes baccalaureate and graduate programs in the liberal arts, health professions, sciences, and teacher education. In keeping with its land-grant mandate, the University's purpose and uniqueness are grounded in distinctive learning, discovery, and engagement opportunities in agriculture, marine and environmental sciences, technology, engineering and aviation sciences, health professions, and hospitality management. Degrees are offered at the bachelors, masters, and doctoral levels.

UMES is committed to providing access to high quality values-based educational experiences, especially to individuals who are first-generation college students of all races, while emphasizing multicultural diversity and international perspectives. The University serves the educational and research needs of businesses, industries, government, and non-government

organizations. The University is committed to meeting the economic development needs of the Eastern Shore; workforce development needs of the State; international development priorities of the nation; and commercialization and entrepreneurial ventures of the University through engagement activities and partnerships.

UMES is a teaching/research institution that nurtures and launches globally competent citizens. It will continue to embrace its interdisciplinary curriculum, sponsored research initiatives, rural and economic development priorities, and community engagement. UMES will continue to expand its partnerships and collaborative arrangements with the University System of Maryland institutions, other universities, community colleges, public schools, government, and other external agencies and constituencies.

INSTITUTIONAL CORE VALUES

- Providing high quality undergraduate and graduate programs that will equip students with the knowledge and skills necessary for the challenges of America and other global societies.

- Affirming its role as the State's 1890 Land-Grant institution by providing to citizens opportunities and access that will enhance their lives and enable them to develop intellectually, economically, socially, and culturally.

- Demonstrating shared-governance through recognition of the viewpoints that all members of the university community contribute to the institution.

- Appreciating diversity in its student body, faculty, staff and administration through commitment to tolerance, freedom of expression, and celebration of other cultures.

- Adhering to the highest standards of honesty, fairness, trust and integrity in both personal and professional behavior.

- Promoting student-centeredness as the heart of the enterprise.

COMMITMENT TO DIVERSITY

As a public institution of higher education, the University of Maryland Eastern Shore has a special responsibility to create and maintain a climate that affirms diversity of persons as well as diversity of views. Diversity is an indispensable component of academic excellence. A commitment to diversity means a commitment to the inclusion of faculty, staff, and students from all ethnic groups. Among these characteristics are race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability. According to Senate Bill 438 and House Bill 905, "Cultural Diversity" means the inclusion of those racial and ethnic groups, and individuals that are or have been underrepresented in higher education.

By virtue of our commitment to diversity, UMES has an established core value that is provided below:

> *"Appreciating diversity in its student body, faculty, staff and administration through commitment to tolerance, freedom of expression, and celebration of cultures."*

GOALS AND KEY STRATEGIES

This section, on Goals and Key Strategies, presents diversity goals grouped under three broad areas: Climate for Living, Learning, and Working; Student Access and Opportunity; and Diverse Faculty and Staff. Each goal is followed by a set of "key strategies" – those strategies believed to have the highest potential for success in reaching the goal. Specific timelines are provided with each key strategy, setting a target date for completing or reporting progress on specific actions.

The area of Climate for Living, Learning, and Working includes the culture, decisions, practices, policies, and behaviors that constitute the environment at the University of Maryland Eastern Shore. Also included in this area are strategies to enhance cultural diversity sensitivities through training. All members (students, faculty, and staff) of the community will believe that they support an environment conducive to Living, Learning, and Working. The environment at the University of Maryland Eastern Shore is everyone's responsibility and it must include a climate of civility and respect for all. The climate sets the tone for success in the areas of recruitment and retention of students, faculty, staff, and administrators.

In the area of Student Access and Opportunity, particular emphasis is placed on the successful graduation of all students, in recognition of the campus' most basic educational mission. However, for this plan the matriculation of non-African American students is emphasized. The plan also includes enrollment, graduation rate and retention goals that contribute to the over-arching aim of increasing the number of degrees earned by non-African-American students.

In the area of Diverse Faculty and Staff, the University of Maryland Eastern Shore believes that a strong faculty is a diversified faculty. Diversity brings a whole world of knowledge by looking at and viewing learning from different perspectives.

In Senate Bill 438 and House Bill 905, the definition for "Cultural Diversity" means the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education. Therefore, the Diversity Plan for the University of Maryland Eastern Shore will address cultural diversity (racial and ethnic groups) among its students, faculty and staff populations.

The University of Maryland Eastern Shore seeks to provide realistic goals for diversity relative to student, faculty and staff. The goal, however, from the "Diversity Plan" is to match or reflect the diversity of the student body. Therefore, all goals will be set at a level to match student enrollment. The terms African-American and non-African-American will be the terminology used for the establishment of goals. The term non-African-American will include: Native-American, Asian-American, Hispanic-Americans, White, Foreign and others.

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 1.A.: Campus Environment – Continue to build and maintain a campus environment that is inclusive, safe and respectful for people.

Key Strategies:

1.A.1
Establish or enhance systems for generating feedback from students, faculty and staff about the status of campus climate and utilize survey information in formulating future strategies. Progress Report: May 1, 2010. (Strategy leaders: Vice Presidents)

1.A.2
Identify practices or policies that may have negative impacts or create barriers for particular populations and develop coordinated strategies for addressing any issues identified. Progress Report: May 1, 2010. (Strategy Leaders: Vice Presidents)

1.A.3
Continue to enhance core services for students with disabilities, including assistive technology, interpreting services and learning needs assistance. Progress Report: May 1, 2010 (Strategy Leaders: Vice Presidents and the Director of Access and Academic Success)

1.A.4
Increase awareness by faculty and staff regarding the needs of students with disabilities and set specific responsibilities and expectations for the enhancement of campus services and programs, including classroom experiences. Progress Report: May 1, 2010. (Strategy Leaders: Vice Presidents and the Director for Access and Academic Success)

1.A.5
Review and broaden the orientation for new faculty, staff, and students to include cultural norms, climate, services, resources and other diversity-oriented topics. Progress Report: May 1, 2010. (Strategy Leaders: Vice Presidents, Interim

Assistant Vice President for Academic Affairs, Director of Human Resources, Assistant Vice President Student Life and Enrollment Management)

1.A.6
Enhance residence hall diversity programs to increase participation by students. Progress Report: May 1, 2010. (Strategy Leaders: Vice President for Administrative Affairs and Director of Residence Life)

Goal 1.B.: Learning Experiences for Diversity - Provide increased opportunities for enhanced awareness of multicultural issues and foster an appreciation of the full range of human experience among students, faculty and staff.

Key Strategies:

1.B.1

Expand student participation in programs that provide strong academic support and sense of community (e.g. Pre-Collegiate Programs: MARS Camp, Geospatial Information Technologies and Water Quality Management Internship Program, Human Ecology Pre-College Educational Enhancement Program, UMES Summer Transportation Institute, Summer Education and Culinary Arts Immersion Program, Reach for the Stars, GAAP Workshop, and Upward Bound). Progress Report: May 1, 2010. (Strategy Leaders: Vice Presidents)

1.B.2
Increase support for improved teaching about diversity and for teaching an increasingly diverse student body. Progress Report: May 1, 2010. (Strategy Leaders: Vice President for Academic Affairs)

1.B.3
Increase opportunities for gaining knowledge and understanding of the unique history and perspectives of non-African-American groups, including curricular enhancements and extracurricular programming, to improve the overall education experience. Progress Report: May 1, 2010. (Strategy Leaders: Vice Presidents)

1.B.4
Promote and increase opportunities for Study Abroad experiences by students, including economically disadvantaged students and non-African American group. Progress Report: May 10, 2010. (Strategy Leaders: Vice President for Academic Affairs and Director for the Center for International Education)

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 2.A.: Undergraduate Degrees Awarded – Demonstrate continuing improvement in the number of bachelor's degrees earned by non-African American students. (The total number of degrees for the 2007-2008 baseline reporting year was 119.) (Strategy Leaders: Vice President for Academic Affairs)

Contributing Goals:

Goal 2.A.1
New Students – Demonstrate continuing improvement in the number of new non-African American students who enter UMES as freshmen and transfers. (The total for the 2008-2009 baseline reporting year was 226 (18%) of 1,237.) (Strategy Leaders: Vice President for Student Life and Enrollment Management and Academic Deans)

Goal 2.A.2
Retention Rates – Continue to enhance the first-year retention rate for non-African American students. (The rate for the 2008-2009 baseline reporting year was 65 (68%) of 96.) (Strategy Leaders: Vice President for Academic Affairs)

Key Strategies:

2.A.1
By racial/ethnic group, analyze numerical and percentage trends in degrees awarded, graduation and retention rates, applications, admission and yield rates, and number of new students. Progress Report: May 1, 2010. (Strategy Leaders: Director of Institutional Effectiveness and Assessment)

2.A.2
Engage student body to assist with recruitment of non-African American students and to contribute to retention through academic support services. Progress Report: May 1, 2010. (Strategy Leaders: Vice President for Student Life and Enrollment Management)

2.A.3.
Develop and/or enhance highly focused recruitment strategies aimed at non-African American high-school students, including such initiatives as:

- Building productive partnerships with key high schools that have high concentrations of non-African American students.

- Coordinating outreach programs targeting communities of non-African Americans.

- Expanding participation in summer programs on campus targeting non-African American students.

- Increasing participation in the Admissions Office's program for linking UMES non-African American students as mentors to non-African American students in the local public schools.

Progress Report: May 1, 2010 (Strategy Leaders: Vice President for Student Life and Enrollment Management and Vice President for Academic Affairs)

2.A.4
Build partnerships with community colleges aimed at attracting non-African American transfer students to UMES, as well as easing the transition between colleges. Progress Report: May 1, 2010. (Strategy Leaders: Vice President for Student Life and Enrollment Management and Vice President for Academic Affairs)

2.A.5
Expand academic support services provided by the Center for Access and Academic Success to extend services beyond the freshman year. Progress Report: May 1, 2010. (Strategy Leaders: Vice President for Academic Affairs)

2.A.6
Establish specific strategies by each school and college for increasing the number of degrees earned by non-African-American students; monitor and report progress annually. Progress Report: May 1, 2010. (Strategy Leaders: Vice President for Academic Affairs and Academic Deans)

2.A.7
Extend current networks of staff, faculty, and administrators who can support and advise non-African American students toward achievement of academic success. Progress Report: May 1, 2010. (Strategy Leaders: Academic Deans)

2.A.8
Establish or enhance a set of core services by each school/college and division aimed at increasing success rates of non-African-American students. Progress Report: May 1, 2010. (Strategy Leaders: Academic Deans)

Goal 2.B: Graduate Degrees Awarded - Demonstrate continuing improvement in the number of graduate degrees (including master's and doctoral degrees) earned by African-American students. (The total for the 2008-2009 baseline reporting year was 36 (41%) of 87.)

<u>Contributing Goal</u>:

Goal 2.B.1: New Graduate Students: Demonstrate continuing improvement in the number of new graduate-level (including master's and doctoral) African-American students. (The total for the 2008-2009 baseline reporting year was 55 (42%) of 131.)

<u>Key Strategies</u>:

2.B.1
By racial/ethnic group, analyze trends in the numbers and percentages of graduate degrees awarded, applications, admission and yield rates, and number of African-American new graduate students. Progress Report: May 1, 2010. (Strategy Leaders: Dean of the School of Graduate Studies and Director for Institutional Research, Assessment and Evaluation)

2.B.2
Enhance recruitment strategies aimed at prospective African-American graduate students, including establishing positive relationships with other institutions, utilizing alumni groups in recruitment, and enhancing faculty contact with prospective graduate African-American students. Progress Report: May 1, 2010. (Strategy Leaders: Dean of the School of Graduate Studies)

2.B.3
Seek enhanced funding for African-American graduate student fellowships. Progress Report: May 1, 2010. (Strategy Leaders: Dean of the School of Graduate Studies)

2.B.4
Establish effective mentoring programs for advising and supporting African-American graduate students, aimed at increasing success rates. Progress Report: May 1, 2010. (Strategy Leaders: Academic Deans and Department Chairs)

2.B.5
Develop partnerships with the National Association of Graduate and Professional Students (NAGPS) for enhancing recruitment and retention of African-American graduate students. Progress Report: May 1, 2010. (Strategy Leaders: Dean of the School of Graduate Studies)

2.B.6
Provide career advising and placement services for all graduate students, including those from underrepresented groups, to help improve recruitment and retention. Progress Report: May 1, 2010. (Strategy Leaders: Dean of the School of Graduate Studies and Director of Career Planning)

GOAL 3: Diverse Faculty and Staff

The University of Maryland Eastern Shore is committed to building and maintaining a diverse community of faculty and staff that reflects a broad range of racial/ethnic groups, cultures, and perspectives.

Goal 3.A.: African-American Faculty - Demonstrate continuing improvement in the number of African-American tenured and tenure-track faculty. (The total for the 2008-2009 baseline reporting year was 44 (40%) of 110.)

Key Strategies:

3.A.1
Establish strategies and implementation plans by schools and colleges for increasing the number of tenured and tenure-track African-American faculty and monitor and report progress annually. Progress Report: May 1, 2010. (Strategy Leaders: Vice President for Academic Affairs, Academic Deans, Department Chairs and other designees).

3.A.2
Engage African-American faculty in successful recruitment and professional development efforts to aid in attracting and retaining diverse faculty. Progress Report: May 1, 2010. (Strategy Leaders: Vice President Academic Affairs, Academic Deans and other designees)

3.A.3
Enhance support for special opportunities in the Division of Academic Affairs to help broaden faculty diversity. Progress Report: May 1, 2010. (Strategy Leaders: President, Vice President for Academic Affairs, Academic Deans, Department Chairs and other designees)

3.A.4
Encourage enhanced professional development opportunities for all faculty. Progress Report: May 1, 2010. (Strategy Leaders: Vice President for Academic Affairs, Associate Vice Presidents, Academic Deans, Department Chairs and other designees)

3.A.5
Improve communication and understanding about recent changes in tenure procedures that offer broader criteria in research, teaching, and service to enhance opportunities for all faculty. Progress Report: May 1, 2010. (Strategy Leaders: Vice President for Academic Affairs, Associate Vice Presidents, Academic Deans, Department Chairs and other designees)

3.A.6
Enhance mentoring programs for tenure-track faculty. Progress Report: May 1, 2010. (Strategy Leaders: Vice President for Academic Affairs, Academic Deans, Department Chairs and other designees)

3.A.7
Continue and enhance early preparation workshops on tenure processes and expectations. Progress Report: May 1, 2010. (Strategy Leaders: Vice President for Academic Affairs, Academic Deans, Department Chairs and other designees)

3.A.8
Continue to develop an exit interview process to identify opportunities for improvement in retention of all faculty. Progress Report: May 1, 2010. (Strategy Leaders: Academic Deans and Department Chairs)

3.A.9
Increase research grant funding to expand research opportunities for all faculty. Progress Report: May 1, 2010. (Strategy Leaders: Academic Deans and Department Chairs)

3.A.10
Encourage faculty to take responsibility for their professional goals and objectives (grant writing). Progress Report: May 1, 2010. (Strategy Leaders: Vice President for Academic Affairs, Academic Deans, Department Chairs and other designees)

Goal 3.B: Non African-American Administrators - Maintain the number of non-African American full-time Executive/Administrative/Managerial Staff. (The total for the baseline reporting year of 2008-2009 was 17 (25%) of 69.)

<u>Key Strategies</u>:

3.B.1
Develop specific strategies by schools and divisions for maintaining non-African American Executive/Administrative/Managerial staff. Progress Report: May 1, 2010. (Strategy Leaders: Vice Presidents)

3.B.2
Engage non-African American administrators in successful recruitment and professional development efforts to aid in attracting non-African American administrative leaders. Progress Report: May 1, 2010. (Strategy Leaders: Vice Presidents)

3.B.3
Examine recruiting practices for Executive/Administrative/Managerial staff to determine opportunities for enhancing diversity. Progress Report: May 1, 2010. (Strategy Leaders: Director of Human Resources)

3.B.4
Develop exit interview process to identify opportunities for improved retention of non-African American administrators. Progress Report: May 1, 2010. (Strategy Leaders: Vice Presidents and Academic Deans)

Goal 3.C.: Non African-American Staff Members - Demonstrate continuing improvement in the number of job titles where non-African Americans are currently underrepresented. (The total for the 2008-2009 baseline reporting year was 96 (22.2%) of 432.)

Key Strategies:

3.C.1
Implement high-priority recommendations by Human Resource Management to attract potential employees from underrepresented non-African Americans. Progress Report: May 1, 2010.   (Strategy Leaders: Vice Presidents and Director of Human Resources)

3.C.2
Enhance staff development opportunities and succession strategies to improve upward mobility across the campus. Progress Report: May 1, 2010. (Strategy Leaders: Academic Deans and Department Chairs)

3.C.3
Develop exit interview process to identify opportunities for improved retention of non-African American staff. Progress Report: May 1, 2010. (Strategy Leaders: Director of Human Resources)

3.C.4
Evaluate retention of non-African American staff by department; establish strategies and implementation plans at both the department and division levels to improve retention. Progress Report: May 1, 2010. (Strategy Leaders: Academic Deans and Department Chairs)

POLICIES AND PROCEDURES
FOR REPORTING CAMPUS BASED HATE CRIMES AND BIAS-MOTIVATED INCIDENTS

The University System of Maryland has a policy on acts of violence and extremism that addresses hate crimes and encourages its institutions to pursue criminal prosecution of persons committing such acts under State and Federal criminal laws.

The University has a sworn police force with the power to enforce the laws of the State of Maryland. As such, the University Department of Public Safety enforces all applicable laws including those specifically covering hate crimes. The University also has a Fair Practices Officer/Equity Officer that is trained by State Office of Equal Employment Opportunity which enforces all workplace discrimination laws including those regarding hate crimes. The Fair Practices/Equal Opportunity Officer is trained to investigate all types of discrimination that occur in the workplace and is trained to take appropriate action to safeguard the welfare of all employees. Because we are a small campus, the Fair Practices Officer/Equity Officer handles all cases of discrimination involving students, faculty, and staff. Since we have relatively few such complaints, the officer is able to accommodate all campus constituents. Additionally, our Fair Practices Officer/Equity Officer is an attorney licensed in the State of Maryland and knowledgeable of the various laws that pertain to hate crimes and other forms of discrimination. We also have pamphlets from the State of Maryland that are displayed prominently in the Human Resources Office that specifically address hate crimes, various resources, and complaint procedures.

Complaints of Hate or Bias incidents may be reported to the Director of Public Safety if a crime has been committed and/or to the Office of Human Resources Fair Practices/Equity Officer if the incident is not of a criminal nature. The Hate or Bias Incident form may be accessed at our Diversity Website linked to the Human Resources Webpage. Your complaint form may be delivered by mail or in person to the Fair Practices/Equity Officer located in the Office of Human Resources, UMES, J.T. Williams Building; Princess Anne, MD 21853.

SUMMARY OF RESOURCES

To fully implement and realize the goals of this "Diversity Initiative", the University will need additional reoccurring resources which are itemized in the projected budget table below:

CATEGORY/ITEM	FUNDING NEEDED	FRINGE BENEFITS
Diversity Coordinator	$ 75,000	$ 13,500
Undergraduate Minority Recruiter	$ 55,000	$ 9,900
Graduate Recruiter	$ 45,000	$ 8,100
Scholarship Funds	$ 200,000	
Consultant Fees	$ 10,000	
Recruitment Materials	$ 45,000	
Office Supplies	$ 15,000	
Information Technology Equipment	$ 10,000	
Travel	$ 16.000	
International Travel	$ 50,000	
Professional Development	$ 15,000	
Sub - Total	**$ 536,000**	**$ 31,500**

University of Maryland Eastern Shore

Institutional Plan for Cultural Diversity

Interim Plan for 2019-2020 - draft

<u>**Note**</u>: Data submitted for the next cycle of the Institutional Programs of Cultural Diversity Annual Progress Report, which is required by 11-406 of the Education Article will be based on a newly envisioned plan for the University of Maryland Eastern Shore (UMES). Each core principle/goal will include measurable outcomes to effectively tell a data driven story about cultural diversity at UMES. ***The interim plan below is still in progress.***

<u>**Note**</u>: The institution will create a committee composed of various professionals to assist with reimagining diversity at UMES. The work of the committee will be complete in summer 2019. Committee composition will include Institutional Equity and Compliance, Academic Affairs, Enrollment Management and Student Experience, and Human Resources.

<u>**Strategic Diversity Goals**</u>:

The broad goals and framework are structured around four core diversity principles that have been central to developing a sustainable institutional frame work and set of initiatives focused on cultural diversity.
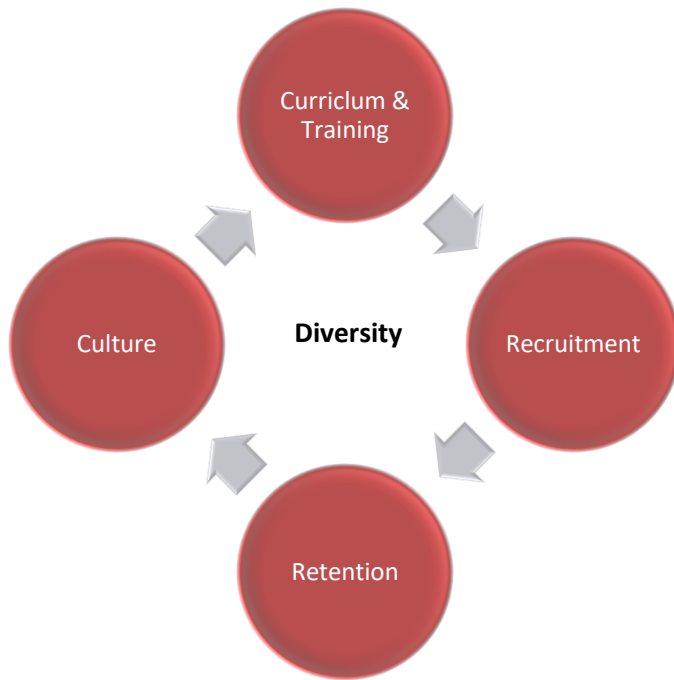
Core Principle/Goal #1: Curriculum/Training

- Academic curriculum, research, and training/workshops.
  - To be developed.

Core Principle/Goal #2: Recruitment

- Increase proportion of the underrepresented (non-African American American) and students from other cultures; promote academic success of underrepresented graduate students; increase diversity of faculty; and attract and hire a diverse classified and unclassified staff.
  - To be developed.

Core Principle/Goal #3: Retention

- Beyond attracting students, faculty, and staff, the prime objective is to ensure that undergraduate and graduate students graduate in a timely manner, faculty are tenured and promoted, and staff move through the ranks and remain at the institution.
  - To be developed.

Core Principle/Goal #4: Culture

- Develop deep levels of understanding of culture and difference by continuously working to foster campus environment that supports learning, development, and engagement across and between all members of the community.
  - Develop and improve ways to promote and advance multicultural understanding, cultural competence, and enhance initiatives that build cross cultural skills, knowledge, and understanding.
  - Increase the dialogue and communication around diversity and University System of Maryland's core belief about the positive impact of diversity on learning, collaboration, and achievement.
  - Reward, recognize, and motivate engagement in diversity from an administrative and foundational level – build and support processes and activities that meaningfully recognize engagement in diversity.

Note: Information developed through the Standards of Professional Practices for Chief Diversity Officers from the National Association of Diversity Officers in Higher Education.

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE

UNIVERSITY OF MARYLAND
University College

STATE UNIVERSITY • GLOBAL CAMPUS

2018 Annual Progress Report

On

Programs of Cultural Diversity

April 17, 2019

UNIVERSITY OF MARYLAND
University College

Office of Diversity and Equity

April 17, 2019

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 Dr. Zakiya S. Lee,

Attached please find University of Maryland University College's (UMUC) 2018 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

UNIVERSITY SYSTEM of MARYLAND

2018-2019
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT TEMPLATE

Institution: __University of Maryland University College_____ Date Submitted: ___April 17, 2019_____

Point(s) of Contact (names and email addresses): _____Blair Hayes   Blair.Hayes@UMUC.edu_____

Overall Guidelines:
- **For the 2018-2019 Programs of Cultural Diversity Annual Progress Report, complete the two sections (and subsections) in this template.**
- **In total (including all statements and tables) your report should be 10 to 12 pages.**
- **Please submit your report to Zakiya Lee (zlee@usmd.edu) by Wednesday, April 17, 2019.**
- **The USM will generate the desired demographic information; institutions are not responsible for providing that information.**

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.

1

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: ____2 to 4 years_____			
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	Demographics of staff and faculty Demographics of applicant pool	USM generated for 2018-2019	Disability hiring Improved tracking of current vets and individuals within the University
Diversity Interviewing Skills Preparation is designed to ensure interview questions are fair and appropriate ● All interviewers are instructed to ask the same questions of all applicants to remove any bias and ensure consistency ● Ensure all staff possess the skills necessary to represent the firm to a diverse candidate pool and recognize	Qualitative Feedback from applicants	N/A	N/A

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diverse skill sets and backgrounds as components of success at the university			
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.	Qualitative Feedback from individuals who have used the spaces	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. 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	
UMUC Lactation Rooms have been identified and are available for any staff requesting privacy for lactation	Qualitative Feedback from individuals who have used the spaces	Feedback has been positive and we continue to look for ways to make the space welcoming and comforting for nursing mothers	
The Accessibility Services Unit ● 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 ● Works with Human Resources to ensure successful implementation of accommodation and monitoring of job performance.	Number of Registered Students Number of Employees requesting services	164 - New Students registered with the Accessibility Services Unit 56 - Employees were granted accommodations (e.g. office furniture, software, tele-work, etc.)	Further integration of accessibility services and ADA compliance with ongoing online course development
Strategic Partnering	New partnerships formed	CDO joined the Mid-Atlantic Diversity Officers in Higher	Continuing to look for opportunities for

		Education Organization (MADOHE) Hosted Winter Meeting of MADOHE. 30 members of MADOHE participated in a full day of discussion and activities at the University of Maryland University College Inn and Conference Center Assistant Director of Multicultural Programs and Training serves as chair of the USM Women's forum	staff to take leadership roles within organizations that offer a level of strategic partnering
● Expanded outreach to talented professionals from diverse communities ● Professional development opportunities for UMUC staff 　○ networking 　○ knowledge exchange 　○ new learning experiences 　○ developing an effective approach to develop junior staff			
SPARKS Internship Program ● 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 UMUC 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	Program has launched and interns have begun their 4 week rotations	Evaluation of program will occur after each cohort of interns has completed their internship
Job Fairs (Virtual and Face to Face) ● The Office of Institutional Advancement has increased the reach of their job fairs through the addition of virtual career fairs	Student/Alumni Participation Student/Alumni securing positions in companies throughout the region	pending data	

- 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			
Job posts have been included in magazines, periodicals, and online job sites that reach previously under-represented populations	Increased diversity of applicants	Pending Data	Will look to continue expanding recruitment efforts to attract applicants from diverse backgrounds
Applicant tracking systems focuses on representation and demographics		Applicant tracking has been enhanced to collect veteran and disability status, along with traditional demographics	
Annual Affirmative Action Plan development	CDO annually collects affirmative action plan data and gathers reports related to staff data relative to the surrounding area in the DC Metro Area	Plan completed and maintained internally	

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

Timeline for meeting goal within the diversity plan: _____2 to 4 years_____

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
Staff, faculty, and students complete online learning modules related to harassment prevention, Title IX, and EEO.	# of participants who have completed the "Preventing Discrimination and Sexual Violence: Title IX, VAWA and Clery Act" Training	● 492 – Faculty ● 330 – Staff Total - 822	Expand online training options to reach students that are located across the globe
Hold monthly diversity events (UMUC Heritage Month programs) to raise awareness of the cultures, ethnicities, and heritages that comprise the UMUC community. Events included: ● January - Martin Luther King Jr. Day of Service Lecture by Mitzi Sinnot ● February - African American Heritage Month Lecture by Joy Jones ● March - Women's History Month Lecture by Jinahie ● April - Earth Day Lecture by Cora Lee Gables ● May – Military Appreciation Month Lecture by Yvette Branson ● June – Carribean American Heritage Month Lecture by Doreen Thompson	# of attendees to diversity events and programs # of participants in online modules	January - 100 attendees February - 90 attendees March - 90 attendees April - 80 attendees May - 80 attendees June - 110 attendees September - 70 attendees October - 75 attendees November - 85 attendees 9 - Diversity Events	Plan to increase availability of offerings through online or webcast technology

- September - Hispanic Heritage Month Lecture by Lina Guzman - October – Disability Employment Awareness Month Lecture by Christina Irene - November - Native American Heritage Month Documentary – Recovering the Lost Language		780 – Total Participants	
In collaboration with the Marketing Team, diversity posters and flyers are developed monthly to share diversity messaging and raise diversity awareness. Subjects include: - 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	
Providing online diversity training modules through Everfi	# of online diversity training modules being offered	7 online diversity training modules - Accommodating Disabilities - 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 • 229 new hires(staff/faculty)	
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 • BEHS 220 – Diversity Awareness • BEHS 320 – Disability Studies • BEHS 453 – Domestic Violence	# of students participating in the courses	BEHS 220 – 736 Students BEHS 320 – 505 Students BEHS 453 – 691 Students	
Intent vs. Impact Training • Working with participants to understand the potential hurt ones actions can cause, regardless of what is in one's heart • Understanding how to fix inadvertent damage that our words or actions may cause • Demonstrating how to express oneself when your feelings have been hurt by the action of another	# of diversity sessions conducted	Conducted 3 Diversity Training Programs	
Outreach and Athletics Activities • UMUC Tigers Softball team competes in the Kenilworth Recreation League	# of staff, faculty, students, and alumni	24 staff, faculty, students, and alumni participated as part of	Examining additional outreach activities that would be

● UMUC Virtual Dragons Dragoon Boat Team compete in festivals throughout the Mid-Atlantic Region		the UMUC Tigers Softball Team 20 staff, faculty, students, and alumni participated as part of the UMUC Virtual Dragons	beneificial for the UMUC community
Overseas Diversity and Inclusion Efforts ● Multicultural training programs ● Cultural observances ● Outreach and Athletics	# of overseas diversity and cultural awareness events and programs	12 Overseas Diversity Training Sessions 8 Global Cultural Observances 12 staff, faculty, students, and alumni participated as part of the UMUC Europe Volleyball Team 9 staff, faculty, students, and alumni participated as part of the UMUC Europe Team 18 staff, faculty, students, and alumni participated as part of the UMUC Europe Dragon Boat Team	
Bylee Massey Award ● Granted to members of the UMUC Community who exemplify the spirit of diversity, volunteerism, and innovation	Successful nomination period from August 2018 to November 2018; followed by granting the award to a deserving individual	Award presented during the annual UMUC Service Awards	
Stateside Military Operations works with students to: ● 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	N/A	N/A	

- Give a preliminary determination of their potential transfer credits - Create a degree plan			
Arts and Humanity - UMUC currently houses the largest collection of African-American art in the State of Maryland	Growth of collection and ongoing invitation for citizens of Maryland to view and experience the UMUC galleries	N/A	
Resolution Management - Unit within the Office of Diversity and Equity positioned to research student's concerns and forward them to the appropriate UMUC department for resolution	# of inquiries/escalations	358 Inquiries/Escalations received by the Office of the President for review by Resolution Management	
Ombuds Office - Established to provide confidential and informal assistance to the university community	# of visitors to the Ombuds Office	81 visitors to the Ombuds Office	Exploring options for training additional ombuds support
Mediation Services - Service developed to help staff, faculty, and students dealing with workplace- and student-related conflicts, including interpersonal disputes, offensive office behaviors and issues of respect and cooperation	# of mediations conducted	13 mediations conducted	Need to expand awareness of mediation offerings

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.

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 Affiairs, Security, and Human Resources. All threats, concerns, or issues that consititue a threat to an individual or that would consitite 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: §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.

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

Key Change Levers		Goals
Recruiting & Retention	1 →	**Goal 1:** To develop recruiting and retention processes that create and sustain a diverse pool of talent
Training & Development	2 →	**Goal 2:** To establish development strategies that create opportunities for all staff to contribute
Communication	3 →	**Goal 3:** To communicate a shared vision and clear objectives for the diversity initiative, ensuring the follow-through necessary for implementation
Culture & Climate	4 →	**Goal 4:** To sustain an organizational climate that allows all employees to believe that the University values them

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:
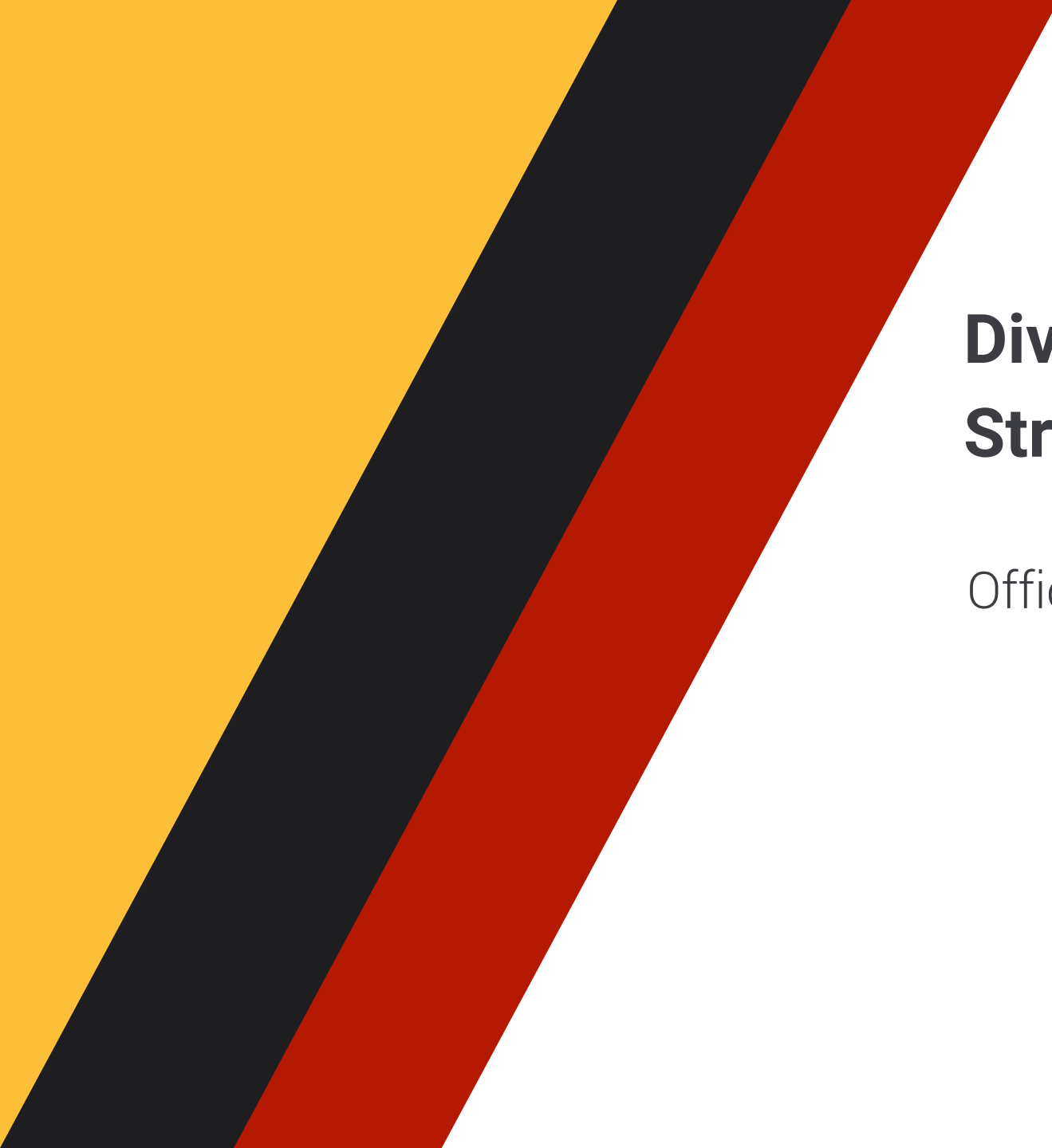
- Attracting faculty, students, and staff of diverse backgrounds
- Fostering an atmosphere of acceptance and inclusion
- Promoting open and honest discussions regarding diversity and inclusion issues
- Conducting ongoing assessments and strategic planning
- Providing communication and feedback channels 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.

People are our Greatest Asset

- The aim of the Diversity and Equity Office is to create a diverse environment that actively fosters respect, inclusion, and opportunity for all members of the UMUC Community

- The goal is to help EVERYONE reach their potential within the university and have the true quality of their work define success

Defining Diversity

- At UMUC, diversity describes not simply our racial and cultural differences, but also describes the many factors that make us all individuals within this community

- These differences are important for us to not only recognize but to value

- Diversity is recognized as all the ways in which people differ-from race and gender to work experience and skill-set

- Diversity is a single word with many meanings
  - It is everyone's responsibility to understand these differences and nurture the diversity within us all

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It is important to understand what diversity means in the broader context and what it means within UMUC

- Ethnic Identification
- Income
- Parental Status
- Learning Disabilities
- Education
- Values
- Military Experience
- Marital Status
- Working Style
- Economic Status
- Thinking Style

- Nationality
- Job Title
- Company Tenure
- Sexual Orientation
- Age
- Gender
- Race
- Religious Beliefs
- Work Background
- Gender Identification

The Value of Inclusion and Equity

- The Diversity Core Value and the Diversity Mission Statement underscore the university's commitment to valuing diversity and inclusion

- Diversity Core Value Statement:
  - ***Each individual brings value to our efforts and results***

- Changing times call for a dynamic, diverse, multi-disciplined workforce that embraces change, new ideas, and collaborative problem-solving

- The creative mind power of a diverse team can be UMUC's greatest **competitive advantage**

- Our overall strategy is designed to enhance the university's ability to build staff's diversity knowledge and skills
  - These skills will enable staff to be work more effectively with their colleagues and students from diverse backgrounds

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Our Goals and Objectives

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The Diversity and Equity Plan has involved the rollout of a number of key initiatives and activities aligned to four goals

Key Change Levers		Goals
Sourcing & Recruiting	**1**	**Goal 1:** To develop sourcing and recruiting processes that create a diverse pool of talent at all levels
Development & Advancement	**2**	**Goal 2:** To establish development strategies that create opportunities for all staff to be successful
Communication	**3**	**Goal 3:** To communicate a shared vision and clear objectives for the diversity initiative, ensuring the follow-through necessary for implementation
Culture and Climate	**4**	**Goal 4:** To sustain an organizational climate that allows all employees to believe that the firm values them

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We have achieved a number of key objectives in each goal area

SOURCING & RECRUITING

- Recruiting focused on diverse candidates
- Demographic Tracking of applicants and hires
- New Hire Orientations and Diversity Office Briefings
- ADA Compliance and Accessibility

ADVANCEMENT & DEVELOPMENT

- Increased awareness of Diversity Competency has increased interest and attendance in diversity training
- Identity-Based Training
- Required EEO and Title IX Training
- Diversity Competency Management
- Networking and Team-building
- Course Design Review and Input

COMMUNICATION

- Diversity Brown Bag Discussions
- Internal Outreach (e.g. Diversity Poster Series, Flyers, etc.)
- External relationships expanded and developed (e.g. USM Women's Forum, Mid Atlantic Diversity Officers in Higher Education, etc.)
- Diversity Movie Club
- UMUC Voices
- REACT

CULTURE & CLIMATE

- Heritage Month Programs and Speaker Series
- UMUC Outreach and Athletics (e.g. softball, dragon boats, cycling, etc.)
- Overseas Diversity Councils
- Core Values and Support
- Cultural Celebrations and Recognition
- Bylee Massey Awards
- Mediation and Coaching
- Ombuds Office Services
- REACT

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Engaging and Cultivating the feeling of Community

- The mission of the Diversity and Equity Office has evolved to include maintaining and enhancing the feeling of community for students, faculty, and staff

- These community-centered programs have included:
  - Outreach and Athletics Programs
    - Virtual Dragons – Dragon Boat Team
    - UMUC Tigers – Softball Team
    - UMUC Europe Volleyball Team
  - Diversity Movie Club
  - Diversity Heritage Month Series
  - The Bylee Massey Award
  - Alternative Dispute Resolution Programs (Mediation, Interpersonal Communications Programs, etc.)
  - REACT (Response Emergency Assessment Crisis Team)

- Going forward we will be working on socializing the Diversity and Equity Team **Community and Culture Strategy**

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Implementation Plan

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Phased Implementation Plan

1 University Outreach

2 Foundation Building and Strategic Planning

3 Employee Engagement

4 Assessment and Measurement

Approach	Approach	Approach	Approach

• Review with senior-level diversity champions and advocates
• Gather feedback from departmental leads
• Facilitate informal focus discussions to re-introduce Diversity Initiatives
• Include Diversity Councils and Participants
	• Review of best practices and initiatives
	• Develop diversity value proposition tied to University goals
	• Integrate diversity strategy into departmental objectives and goals
	• Develop common foundation for diversity language and awareness
		• Strategic communication plan development and implementation
		• Conduct regular stakeholder meetings
		• Re-design Diversity Council and identify Employee Resource Group Sponsors
		• Facilitate UMUC Diversity Roundtables and Focus Groups
			• Annual program reporting
			• Review and revise strategic objectives
			• Diversity Reporting and updates to USM
			  –VET-100
			  –Affirmative Action Plans
			  –Culture/Climate Report

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Future Programs to Enhance Community and Culture Strategy

- Employee Resource Groups

- Diversity Discussion Programs

- Quarterly Recreational Events for staff and faculty

- Clubs
    - Yoga
    - Tai Chi

- Community Service and External Outreach

- Organizational Surveys and Assessments

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Looking Forward

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- "Mission First, People Always" Lloyd Miles

- Consider:
    - Who's it for? What's it for? and How do I know if it's working?
    - How can I maximize my internal and external outreach?

- As the ambassadors for diversity and inclusion throughout the university, we all need to continue to build our diversity toolkit
    - Conferences
    - Workshops
    - Lectures
    - Books

- TBD – Diversity and Equity Team Brown Bags

- TBD - Diversity and Equity Team Value Proposition

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