

Institutional Report on Plan of Cultural Diversity

This cover sheet should be submitted along with the institutional report on programs of cultural diversity no later than September 1 of each year, in accordance with statute. **Please note that MHEC does not have the statutory authority to grant exceptions to this deadline. If your governing board does not meet during the summer months, please ensure you provide sufficient time for approval prior to this statutory deadline for submission to the Commission.**

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Individual submitting report: Zakiya Lee

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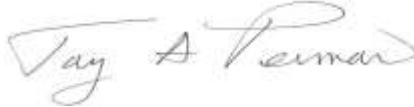
Contact e-mail: zlee@usmd.edu

Individual certifying approval by governing board:
Confirmed by memo (attached) from Chancellor Jay Perman

Signature of governing board authority: See Attached

Date of governing board approval: June 17, 2021

Please submit this cover sheet, report narrative, and 2020-2021 diversity plan in searchable PDF format at http://bit.ly/MHEC_CD_2021, no later than September 1, 2021.

OFFICE OF THE CHANCELLOR**MEMORANDUM****TO:** USM Presidents**FROM:** Jay A. Perman
Chancellor**DATE:** July 1, 2021**Re:** 2021 Institutional Programs of Cultural Diversity Annual Progress Report

The Board of Regents met in public session on Thursday June 17, 2021 via Zoom. During that meeting, they officially approved the 2021 Institutional Programs of Cultural Diversity Annual Progress Report for submission to the Maryland Higher Education Commission.

JAP/weo

cc: Joann Boughman
Antoinette Coleman
Denise Wilkerson

TOPIC: 2021 Institutional Programs of Cultural Diversity Annual Progress Report

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, May 4, 2021

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 (MHEC) a progress report regarding the institutions' implementation or improvement of their plans. Following is a USM summary 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 MHEC. Regents may approve these reports or make recommendations or inquiries by May 31, 2021. Those recommendations will be addressed by the appropriate party, and updated files will be available in advance of the June 17, 2021 BOR meeting, when the full Board will be asked to take action on this report.

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 2021 Institutional Programs of Cultural Diversity Annual Progress Report for submission to the Maryland Higher Education Commission.

COMMITTEE ACTION: Approval

DATE: May 4, 2021

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
2021**

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, College Park (UMCP)
University of Maryland Center for Environmental Science (UMCES)
University of Maryland Eastern Shore (UMES)
University of Maryland Global Campus (UMGC)

Office of the Senior Vice Chancellor for Academic and Student Affairs
Presentation to Board of Regents Committee on Education Policy and Student Life
University System of Maryland Office
Tuesday, May 4, 2021

University System of Maryland Institutional Programs of Cultural Diversity Annual Progress Report, 2021

The University System of Maryland (USM) and its institutions are dedicated to celebrating, supporting, upholding, protecting, and enhancing diversity and inclusion. Moreover, we have assessed, and will continue to assess, our role in perpetuating structural racism and are committed to establishing and promoting anti-racist policies and anti-racist actions and dismantling structural racism within the University System itself; elevating issues of race and racism in our teaching, research, and scholarship; and redressing racial inequities and advancing social justice in our own communities using the following framework to move ***Toward Racial Equity and Justice*** by examining:

Equity and Climate in the USM

The USM will evaluate whether we treat our own people right, fairly, with equitable opportunity. Among the issues we'll examine are college access and success among Black students; college affordability; diversity among faculty, staff, and leadership; promotion, tenure, and compensation among faculty and employees; implicit bias and cultural competency training; hate crime and hate bias protocols; and training for campus police and safety officers.

Education and Research at the USM

The USM will examine how our universities are teaching issues of race, racism, and social justice; how our curricula in these areas compare to national exemplars and best practices; and what opportunities exist for novel research to advance our understanding of diversity, equity, inclusion, and bias.

Service Mission at the USM

The USM will examine how we apply our knowledge to eliminate racial disparities and social injustice, and how we involve students in this work. We will collaborate with partners in education, anti-poverty, workforce development, criminal justice, health care, and policy research to develop productive and sustainable experiential learning and engagement programs.

(<https://www.usmd.edu/usm/workgroups/diversity/>)

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In 2008, the Maryland General Assembly began requiring 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. In 2020, in light of the COVID public health emergency, MHEC extended the due date for the cultural diversity reports. The 2020 reports were received by Education Policy and Student Life and approved by the Board of Regents in September 2020. Since one full year has not passed since the last iteration of this report was due, MHEC streamlined the requirements for this year's Cultural Diversity Report. Guidance notes:

"This year's report is designed to minimize the reporting burden on institutions while ensuring that each institution continues to make progress with the diversity goals of the State Plan. In accordance with this, each institutional submission should include a brief narrative (no more than three pages), consisting of the sections outlined below. Please ensure all submissions adhere to these guidelines. Additional supplemental information such as data analysis or more comprehensive programmatic information may be provided as an appendix, but the core narrative should not exceed this three-page limit."

The sections of the narrative pertain to:

- (1) how the institution defines diversity;
- (2) successful ongoing and new institutional DEI initiatives; and
- (3) COVID-19's effects on efforts to enhance diversity.

In addition, institutions must provide, as an appendix, their current *Institutional Plan for Cultural Diversity*. The plans are required by §11-406 of the Education Article, which 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.

Finally, USM's Office of Academic and Student Affairs requested an addendum in which institutions described their top two or three areas of growth and/or challenge as it pertains to diversity, equity, inclusion, and/or dismantling structural racism.

The following report includes examples and themes found across USM's 12 institutions for each narrative section. Although the themes help us understand the USM as a whole, institutions' responses are illuminating. To experience the full scope of their work, please refer to institutions' complete reports.

## **Section I**

### **How does the institution define diversity; how did the institution develop that definition?**

The original intent of this state-mandated report was to address racial diversity. However, each USM institution's definition of diversity extends beyond race to gender, sexual orientation, gender identity, ethnicity, religion, ability, socioeconomic status, and beyond. They also factor in diversity of thought and opinion. All acknowledge striving for greater diversity among those demographics and share ways they are working towards that goal. Moreover, although the prompt was narrowly worded, many USM institutions described the extent to which their definition of diversity includes a welcoming and inclusive community and campus climate. This focus on inclusion is aligned with what has been described in diversity reports from the last several years and with the Equity and Climate element of the USM framework. It is important to note that numerical diversity was very rarely mentioned in institutions' descriptions. One notable exception is the University of Maryland Center for Environmental Science where underrepresented minority students are less present in the environmental and marine sciences than in many other STEM disciplines. Subsequently, the institution focuses on those metrics in addition to inclusion and climate.

Highlights from institutions' descriptions of diversity include:

#### **Bowie State University**

The University community believes 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.

#### **Coppin State University**

The University is committed to the full realization of its historic promise to recognize and nurture merit, talent, and achievement by supporting diversity and equal opportunity in its education, services, and administration, as well as research and creative activity.

### **Frostburg State University**

The University affirms its commitment to a campus environment which values human diversity and respects individuals who represent that diversity. The community declares fostering diversity and respect for difference to be a fundamental goal of higher education, ranking among the highest priorities of the institution.

### **Salisbury University**

Inclusion means creating an environment of respect, connection and involvement among people with different experiences and perspectives. Salisbury strives to create a truly diverse and inclusive environment where the richness of ideas, backgrounds, and perspectives of the community is harnessed to create value for the institution, today and in the future.

### **Towson University**

Towson continues to strive to be the most diverse institution in the USM. It recognizes that it must also include in this goal the mission to become equitable and inclusive so that all members of the community can thrive.

### **University of Baltimore**

Diversity is a situation that includes representation of multiple (ideally all) groups within a prescribed environment, such as a university or a workplace... (There is) an emphasis on accepting and respecting cultural differences by recognizing that no one culture is intrinsically superior to another. UBalt strives for diversity to strengthen the professional, intellectual, and cultural experiences of all members of the UBalt community.

### **University of Maryland, Baltimore**

The University is committed to a culture enriched by diversity and inclusion, in the broadest sense, in thoughts, actions, and leadership. UMB pledges to embrace cultural competence, which responds respectfully and effectively to all people in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each (all).” The university community commits to self-assessing and strengthening its cultural competence by creating a climate that celebrates diversity and inclusion.

### **University of Maryland, Baltimore County**

Diversity is defined 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, gender identity, ability, nationality, non-traditional student status, as well as other important characteristics. UMBC will advance knowledge, economic prosperity, and social justice by welcoming and inspiring inquisitive minds from all backgrounds.

### **University of Maryland, College Park**

Diversity is the full spectrum of human identities, backgrounds, experiences, and their intersections. UMD’s work advocates a strategic balance of these factors as understood through the lens of institutional and societal power.

### **University of Maryland Center for Environmental Science**

Diversity means more than just acknowledging and/or tolerating difference. It is a set of conscious practices that seek to understand, appreciate, and value the interdependence of humanity, cultures, and the natural environment.

### **University of Maryland Eastern Shore**

Diversity is marked by an inclusive community that reflects the world beyond the Eastern Shore that challenges and encourages the broadening of perspectives and worldviews, and helps to fully prepare students to make valuable contributions as citizens of a diverse and globally integrated society.

### **University of Maryland Global Campus**

Diversity is considered to be valuing individual differences through action and ensuring that all are doing the right thing for the UMGC Community. UMGC Inclusion efforts focus on all the ways UMGC respects and welcomes people who are different into the UMGC Community through the removal of systemic barriers and through promoting equity and fairness for all.

## Section 2

### **A brief highlight of the most successful ongoing and new institutional initiatives designed to address issues related to cultural diversity within the campus and the broader community, and how their efficacy is measured.**

Although not structured this way in the institutions' reports, this portion of the USM report will identify the institutions' most successful ongoing and new initiatives by their placement in the aforementioned Toward Racial Equity and Justice Framework of **Equity and Climate in the USM, Education and Research at the USM, and Service Mission at the USM**. Across the USM, 75 initiatives were described. The number of programs described by schools ranged from three to thirteen and were described within a one-page maximum. In all cases, the work described represents only a small fraction of the initiatives undertaken at each institution. Of the 75 programs, 69% can be classified as having a focus on Equity and Climate, 16% - Education and Research, and 12% - Service Mission. Several initiatives have elements of more than one category, but the vast majority are programs that center on how members of the schools' communities are treated, access and opportunities are given, support is offered, barriers are removed, knowledge is imparted, and climates are established and maintained to create a campus that is as supportive as possible.

#### **Equity and Climate in the USM**

##### **Coppin State University**

###### **Professional Development for Faculty & Staff**

- Trainings given for University Search Committees on the Dos and Don'ts of the interview process which included inclusiveness and unbiased criteria for candidate selection.
- Office of Human Resources services provide counseling, support, and a safe space to help employees manage problems which may include microaggressions, discrimination, and finding their voice.
- The Office of Human Resources works collaboratively with Humanim, a non-profit organization which allows individuals from marginalized communities who face social and economic challenges to work at the University.
- SkillSoft, an online learning and development tool for faculty and staff, has numerous DEI offerings easily accessible for training such as *Your Role in Workplace Diversity* and *Understanding Unconscious Bias*.

##### **Frostburg State University**

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 its goals.

##### **Salisbury University**

The Provost's Office has worked with a variety of stakeholders on a draft plan to recruit and retain diverse faculty in tenure-track positions. The plan extends from initial position justification, to recruitment, selection and hiring, onboarding, professional development and mentoring, preparing for tenure and promotion, and post-tenure growth and success. This project has benefitted from the expertise available through Maryland's [AGEP Promise Academy Alliance](#), which is a NSF-funded program to develop, implement, self-study, evaluate, and disseminate a state system model to transform the hiring practices and career success of tenure track historically underrepresented minority faculty in biomedical sciences. Salisbury University; Towson University; University of Maryland, Baltimore; University of Maryland, Baltimore County; and University of Maryland, College Park are currently members of that partnership.

##### **University of Maryland, Baltimore County**

Office of Academic Opportunity Programs (AOP): Provides resources and support to students who are traditionally underrepresented such as: Educational Talent Search (provides exposure to postsecondary education options to low-income, first-gen middle and high school students in Baltimore County) and Upward Bound (promotes enhancement of student skills in Baltimore City and County schools through academic and cultural enrichment including emphasis on STEM). AOP also houses the McNair's Scholars Program, the Louis Stokes Alliances for

Minority Participation, the First Generation Network, U-RISE (increases representation in Ph.D. programs and research careers in the biomedical sciences), and the Meyerhoff Scholars Program (nationally recognized for its success in increasing representation in science and engineering).

### **University of Maryland Center for Environmental Science**

National Oceanic and Atmospheric Administration (NOAA) Living Marine Resources Cooperative Science Center (LMRCSC): UMCES's Institute of Marine and Environmental Technology (IMET) supports 3-4 graduate fellows per year, for up to three years each, using funds from the NOAA-supported LMRCSC. The LMRCSC aims to train the next generation of marine scientists from underrepresented communities. Current LMRCSC graduate fellows are working with mentors at IMET and the Chesapeake Biological Laboratory.

### **University of Maryland Global Campus**

The Diversity and Equity Office launched the Inclusion Networks program, which is UMGC's version of an Employee Resource or Affinity Group that is based on race, gender, and gender identity and orientation with a mission to create and cultivate a culture where everyone feels welcome to bring their full selves. These networks throughout the university are grassroots groups led by staff and supported by the Diversity and Equity Office with resources and guidance. The networks allow staff across the university to take ownership of diversity programs that are geared towards their constituent members. The Networks have become a valuable resource for providing feedback to leadership and building community.

### **Education and Research at the USM**

#### **Towson University**

Towson launched a series of directed discussion groups linked with some of the many useful books, podcasts, and other readings tied to critically examining whiteness, systemic racism, and engaging with anti-racism.

#### **University of Baltimore**

Academically-centered activities include the addition of a new history course, *Black Europe*, that will meet one of UBalt's Global and Diverse Perspectives graduation requirements. This course recontextualizes European history to include the stories of persons of color, who have largely been ignored in historical narratives.

### **University of Maryland, College Park**

UMD has joined the national organization of Universities Studying Slavery, housed at the University of Virginia. UMD's chapter is titled *The 1856 Project* to coincide with the founding year of the institution. While still in formation, 1856 is poised to become an important contributor to the full understanding of the ways in which slavery, segregation, and activism have impacted UMD since its very beginnings. A diversity of initiatives such as a digital historical database of the campus and community as well as courses in history and archeology have been proposed.

### **Service Mission at the USM**

#### **Bowie State University**

Due to the social injustice and social unrest from the murder of George Floyd in May 2020, the Office of Multicultural Programs and Services successfully launched the *Breathing While Black Series: Know Your Rights* for the BSU community. The series provides legal rights and best practices when interacting with the police. Between July 2020 and October 2020, 54 students, faculty, and staff have attended the *Breathing While Black Series: Know Your Rights* informational sessions.

### **University of Maryland, Baltimore**

UMB CURE (Continuing Umbrella of Research Experiences Program) Scholars, launched in fall 2015, is a comprehensive science pipeline initiative that excites students from three middle schools in the underserved neighborhoods of West Baltimore about science and exposes them to careers in health care, cancer research, and STEM. UMB CURE differs from the National Cancer Institute's CURE Program, from which it was modeled and originally funded, by engaging students early in their academic careers (beginning in 6<sup>th</sup> grade) through college. UMB CURE has an annual student retention rate of over 92%, a weekly after-school attendance rate over 85%, and a Saturday attendance rate of 78%. The program improved standardized math scores for 80% of the participants.

## **University of Maryland Eastern Shore**

Men of Color in Education started in early 2020 and focuses on the development of Black male teachers in K-12 Education. Through three components: the *Man the Shore Network*, the *University Cohort*, and the *High School Teacher University*, this program is committed to using UMES as a powerful vehicle for increasing cultural diversity in the Delmarva and greater Maryland teaching labor force. Efficacy is measured by student participation numbers, completers, and by community school engagement numbers.

### **Section 3**

#### **Discuss the ways in which the institution anticipates COVID-19 most affecting – either negatively or positively – efforts to enhance diversity on campus.**

USM institutions, and all colleges and universities across the nation and world, have been changed by COVID in a number of ways. While most consequences have affected all students, faculty, and staff, MHEC inquired about the effects of COVID on institutions' efforts to enhance diversity. Several USM institutions mentioned the two topics that have probably gotten the most attention by the Board of Regents – enrollment and economic impact. Some, not all, USM institutions experienced enrollment declines that can be traced to changes in plans for high school graduates and would-be community college transfers as well as students needing to stop out due to increased familial demands and/or the need to work (for the first time) or work more hours. The latter, of course, ties back to the economic impact of COVID. These issues and those that follow have disproportionately affected underrepresented minority faculty, staff, and students and students from rural areas and low-income homes. Other effects, or anticipated effects, include:

- Differing levels of academic and social readiness of students coming into the universities.
- Mental health concerns for students, faculty, and staff who are feeling depressed, isolated, anxious, stressed, and lonely.
- Mental health concerns compounded by emotional distress that has been amplified for Black, multiracial, Asian, and Asian American community members due to the murders and attacks of countless members of those communities and subsequent racial/social unrest.
- Lack of devices on which to engage virtually.
- Nonexistent or inadequate access to reliable broadband, which made remote education extremely complicated, if not impossible.
- Challenges with disabled students receiving accommodations especially if they had never been identified or registered with disability support services before being forced into remote learning.
- Cancellation of summer bridge programs and some recruitment efforts geared toward underrepresented minority students.

USM institutions were thoughtful and creative when trying to deal with these issues. From tapping into and creating partnerships with the Kirwan Center for Academic Innovation and Comcast; using CARES funding to purchase devices and provide emergency funds to students; increasing tele-counseling and group therapy opportunities within the counseling centers; establishing new, virtual DEI initiatives (with many focusing on the aftermath social and racial justice activism); and more, faculty, staff, and students did the best they could to adjust and to be able to extend and utilize schools' offerings.

Despite the challenges noted above and, certainly, more that exist, there have been some highlights. There has been attention to "Zoom fatigue", and while it is real, being in a virtual environment has significantly opened access to a number of programs. For most USM schools, there has been a noticeable increase in student, faculty, and staff participation in diversity-related programs and trainings – notably among many who had not previously been engaged in these efforts. Also, whereas cancelled recruitment programs caused problems for some, a few schools were able to extend virtual interviews to students who normally would have been challenged to travel for in-person interviews. They also established new recruitment connections with institutions (including many HBCUs). This greatly benefited students of color and students from low-income families. Ultimately, virtual events (admissions, interviews, speaker series, class sessions, etc.) allowed for more participation (fewer barriers and scheduling conflicts; ability to reach

to community members abroad and in distant states) and more access to diverse speakers (international folks in many cases).

The online environment also pushed many faculty members to improve the extent to which they provided culturally competent advising and teaching due to their heightened awareness of students' life circumstances. Being online helped faculty better understand how socioeconomic status can affect a student's ability to be successful and how the faculty member can assist or otherwise provide consideration to students in challenging circumstances. So, while online learning has been difficult for many, improved professor-student connections and professors taking the time to upskill have been highlights.

Some COVID-related accommodations will be unnecessary one day. However, institutions note that being pushed to think quickly and creatively to address many of these problems has led to unique solutions, which can and should remain in place even after the public health emergency ceases to exist.

#### **Section 4**

**See institutions' reports for appendix containing the most recent cultural diversity plan.**

#### **Section 5**

**USM Addendum: Describe your institution's top two or three areas of growth and/or challenge as it pertains to diversity, equity, inclusion, and/or combating structural racism.**

In order to continue informing the environmental scan being conducted by USMO staff, we used this opportunity to ask institutions to share two or three areas of growth or challenge as it pertains to their DEI/anti-racism/dismantling structural racism efforts. Understanding the institutions' focuses, challenges, and how they are overcoming challenges can inform the recommendations and goals identified by the USM.

##### **Bowie State University**

Growth: One focus and area of growth is building out and supporting the Social Justice Alliance which is dedicated to using evidence-based social justice models to eradicate the ideology of intolerance, while confronting individuals and combating systems that normalize indifference, justify injustice, perpetuate hate, and inflict violence. The Social Justice Alliance provides learning opportunities for BSU and UMD students coupled with the local community by infusing social justice education in the curriculum and experiential activities. The Alliance is committed to inspiring, educating and empowering individuals toward ensuring social justice and equity for all. Through this Alliance, the legacy, light and spirit of Lt. Richard Collins, III will forever guide the mission of social justice.

##### **Coppin State University**

Challenge: Enrollment declines are attributable to two overarching factors - a lack of residential housing and the financial status of many students. For five years, housing demands have exceeded space capacity within the two residence halls. Annually, approximately 175 students, especially freshmen and transfers, many of whom are also out-of-state and desire to live on campus, are impacted negatively, as housing is not available. Regarding finances, over 89% of CSU students are recipients of Federal Student Aid, 58% are Pell recipients, and 70% of the first-time, full-time freshmen are recipients of Pell awards. Often, aid packages are limited due to parents' inability to provide financial information to supplement aid with Parent Plus loans. Together, these housing and financial status concerns impact the number of potential graduates and wage earners who may complete at Coppin and remain in the area to serve the City of Baltimore and surrounding region, filling critical employment needs of Maryland.

##### **Frostburg State University**

Challenge: Increasing the diversity of faculty and staff to more closely reflect the student body continues to be a challenge for Frostburg State University. The isolated, geographic, and rural location of the University has always presented a challenge. The University Council on Diversity, Equity, and Inclusion will work in collaboration with the Offices of Human Resources and the Provost to continue to identify strategies to address this challenge.

**Growth:** The new Assistant Vice President (AVP) for Student Affairs, also serving as the Diversity, Equity and Inclusion Officer (DEIO), is the senior diversity and inclusion advisor to university leadership. The DEIO provides strategic and programmatic leadership with measurable success metrics as part of meaningful and ongoing institutional effectiveness, for diversity and inclusion initiatives. These initiatives will advance diversity as a critical component of social, academic, and intellectual life. The DEIO works across the academy, but with a particular emphasis on people of color related to recruitment, retention, and institutional equity.

### **Salisbury University**

**Growth:** SU is seeing growth around working more cohesively to address the recruitment and retention of underrepresented minority employees. All divisions are actively working with the Chief Diversity Officer to embed promising diversity practices regarding this effort.

**Growth:** SU is seeing growth in efforts to increase awareness around topics of diversity, equity, and inclusion. Academic departments have created diversity committees to address increasing education and awareness through various efforts. The Psychology departments at Salisbury University and India's Pandit Deendayal Petroleum University collaborated on a course centered on discussion of the book *Caste: The Origin of our Discontents* (Wilkerson). The opening and closing sessions were open to the public. Additionally, successful anti-racism summits and challenges as well as book studies have also taken place.

**Challenge:** Student engagement in voluntary diversity education and programming.

### **Towson University**

**Growth:** In the past year, TU has implemented a plan to increase diverse hires, starting with the education of every faculty search committee to address bias and equity. The collaboration of the Provost Office and Office of Inclusion & Institutional Equity (OIIE) has led to over 500 faculty receiving training on equitable searches. Additionally, the Provost Office and OIIE began the Inclusive Advocates (IAs) projects. IAs are tenured faculty and permanent status librarians who are trained as search and selection process advisors and are consistently on the cutting edge of effective advocacy of de-biasing the search process. A designated Inclusion Advocate sits on tenured, tenure track faculty, and permanent librarian search committees.

**Challenge:** During a time of crisis, the university provided programs, lectures, and interactive spaces for students, faculty, and staff to process the issues of anti-racism, anti-blackness, white fragility, and bias. TU provided trainings, book groups, and counseling spaces and requested trainings to all members and identities in the community. The demand required a quick response and campus-wide support to address the needs of the community.

**Growth:** The continued work around the Total Tiger Program provides education and training that supports the mission of TU, to become a more inclusive and equitable institution, with an emphasis on anti-racism, social justice, and inclusive excellence. Also, TU received the NCAA and Minority Opportunities Athletic Association (MOAA) Award for Diversity and Inclusion Award Committee (NCAA/MOAA). The award signified the universities work and partnerships to honor diversity and inclusion in intercollegiate athletics and the broader campus community.

### **University of Baltimore**

**Growth:** All University of Baltimore schools have curricular and co-curricular initiatives that support cultural diversity, including efforts aimed at addressing the needs and interests of minorities traditionally underrepresented in higher education. The academic units offer co-curricular programming and encourage classroom discussion on topics relevant to structural racism. Examples include: UBalt Law in Focus Series topics *The School-to-Prison Pipeline: Understanding its Impact and the Need for Change* and *Structural Racism and Transportation Policy: The Road Ahead*; The College of Public Affairs was approved to offer a full bachelor's degree at the Jessup Correctional Institution; and the Yale Gordon College of Arts and Sciences and the School of Law's new courses that address structural racism (*Black Europe* and *Critical Race Theory*).



Challenge: Students have concerns about a broad range of DEI-related topics. Student Government-led initiatives often appeal to meeting the social justice and advocacy desires of the student body. Other student needs range from individual case-by-case concerns about microaggressions to concerns about conduct. Student relations matters and concerns of the Student Government Association continue to be handled directly by the Office of Student Support. When necessary, important trends or urgent matters of DEI concern to students are also shared with the University's leadership.

### **University of Maryland, Baltimore**

Challenge: 1) Creating inclusive environments where students, faculty, and staff can be successful and 2) increasing the cultural knowledge, awareness, and skills of students, faculty, and staff to positively influence the campus climate and improve the human condition and public good. This includes increasing the awareness of current social justice issues. The opening of the inaugural Intercultural Center provides an environment for students to feel valued and recognized and also co-curricular experiences, trainings, and programs that advance diversity, equity, and inclusion learning outcomes of students, faculty, and staff.

Growth: To be true to its mission, UMB has to address issues of structural racism and inequality directly through educational programs, community engagement work, and academic pursuits. The basis of UMB's strategy is to encourage all campus voices to be heard and valued to improve DEI outcomes. On the path to being an anti-racist organization, the inaugural chief diversity, equity, and inclusion officer and vice president will play a key role in creating transformative positive change at UMB through the advancement of strategic priorities, establishment of new initiatives, and facilitating meaningful collaboration and synergy across the University.

### **University of Maryland, Baltimore County**

Challenge: Maintaining dedication to cultural and ethnic diversity, social responsibility, and lifelong learning while also being committed to disrupting structural racism in order to create an equitable learning environment for all. UMBC recognizes the following areas that are opportunities to combat systemic barriers:

- Talking about racial justice: UMBC has worked to institutionalize efforts to discuss and address racial injustice via town halls and new work on *Retriever Rise*, a campaign to increase the visibility of the racial justice work being led by the Office of Equity and Inclusion and the Inclusion Council.
- Enacting antiracist policies and providing resources: an effort is underway to create comprehensive antiracist policies and resources including generating scholarly research, educational tools, and policy analysis geared towards dismantling racism.
- Engaging the community in restorative practices: UMBC is working to elevate the work being done already at UMBC around restorative practices including efforts in residence life, student conduct, and the Office of Equity and Inclusion. Campus stakeholders are working to incorporate restorative practices into curriculum, policy, and procedures across campus.

### **University of Maryland, College Park**

Challenge: Although UMD is fortunate to have seen increased growth in the diverse student body, the expectations and needs of those diverse students challenge some of the traditional and accepted approaches to higher education. The University is working hard to meet those needs by ensuring that the campus environment is one of inclusion as demonstrated through all aspects of campus life, particularly the curriculum.

Challenge: As the university implements new general education diversity requirements, there is a need for more courses as well as instructors who are capable of offering them. Those instructors will need training to address complex issues, support as they become sought-after on the topics at hand, and rewards for their knowledge and abilities in a high-demand area. This also applies to staff who offer workshops and advise student activists who seek to move theory to practice. To address this, UMD is discussing a "Facilitation Academy" connected to the TerrapinSTRONG initiative that would provide opportunities for instructors to develop and hone classroom skills.

Growth: FAMILE is a diversity initiative aimed at increasing the number of underrepresented tenured or tenure-track faculty at the university. The goal is to add over 100 new tenured or tenure-track faculty in departments and units across campus based on demonstrated diversity objectives. The initiative has already begun to contribute to faculty diversity and the ongoing success of FAMILE and related work will help UMD see additional increases in that area.

### **University of Maryland Center for Environmental Science**

Challenge: The majority of the racial diversity at UMCES is currently in staff positions. UMCES is actively discussing faculty diversity and recruitment of students from underrepresented groups in the geosciences and strives to bring faculty and student diversity up to the level of the diversity of the staff.

Challenge: UMCES is actively making progress toward increased inclusion and equity for everyone, regardless of their position at the institution. Staff, in particular, have sometimes been left out of previous discussions, but have been some of the most enthusiastic participants in recent UMCES DEI efforts. UMCES is consciously and vigorously enhancing efforts to improve the lived experience of all UMCES employees, especially staff, and actively working to reveal and reduce the microaggressions found in so many institutions of higher education.

Growth: UMCES now has both centralized and dispersed active DEI-related committees and collaboratives to allow all voices to have a platform to be heard. They have also ensured that shared governance groups continue to discuss diversity and inclusion as a line-item agenda topic at all meetings. Additionally, UMCES is developing both outward and inward-facing DEI mission, goals, and conduct and policy statements to better reflect the school's values.

### **University of Maryland Eastern Shore**

Growth: UMES is engaging in a comprehensive institutional self-study focused on institutional diversity and inclusion in developing students who will go on to become STEM professors and researchers. UMES is examining the factors in its history, traditions, and practices that support and impede diversity and inclusion within its culture.

Challenge: Building institutional infrastructure for students with disabilities - UMES continues to work across units to create the necessary educational infrastructures for serving students with disabilities. These efforts are continuous and include: expanding the services of the Office of Institutional Equity (tutoring, learning accommodations, counseling); creating more faculty development opportunities in order to help instructors learn their obligations to students with disabilities and important pedagogical strategies to help all students learn, whether or not they are identified as disabled; creating awareness discussions and campaigns about various pedagogical and research developments; and working with student clubs and athletics to make and sustain opportunities for all students' participation and development.

### **University of Maryland Global Campus**

Growth: As the social and racial justice movements were taking place across the globe, UMGC's Diversity and Equity Office developed the *Diversity Dialogue Series* aimed at providing a safe place for people to share what was in their hearts and to lean on one another. These conversations are ongoing and will continue to be a part of the fabric of UMGC's people, culture, and diversity efforts. The launch of UMGC's Inclusion Networks further strengthened the ability to ensure that staff and faculty were actively engaged in the development, delivery, and execution of programs designed to meet the needs of the cultural identity groups that are part of the university.

Challenge: UMGC is constantly looking to ensure that the complexity of online systems do not leave students with disabilities behind and that their experiences are considered. The University is looking to expand disability support services that come from the Accessibility Services Unit to address this and related challenges.

Challenge: It is more important than ever that UMGC faculty have the skills and tools to interact effectively with the diverse UMGC student body. The goal is to not only ensure that the UMGC curriculum is culturally appropriate, but to also develop curriculum for faculty that is focused on anti-racist pedagogy and gives them the resources to create a classroom environment that is open, inviting, and inclusive.

## Conclusion

This year's report consists of information gathered from prompts that are relevant for the time in which we are operating as opposed to the sections and categories that have been central to the report from its inception. The reports include campuses' definitions of diversity; select institutional DEI initiatives; explanations of COVID-19's effects on efforts to enhance diversity; and USM's request for areas of growth and/or challenge as it pertains to diversity, equity, inclusion, and/or combating structural racism. The efforts and initiatives described in this report highlight work that is being done at the campus level, which depends upon involvement from a wide variety of administrative units and academic schools, colleges, and departments, as well as community members. 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. We have learned that institutions:

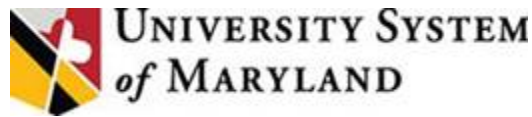
- define diversity broadly, going beyond race and quantitative measures;
- are intently focused on inclusion and climate issues;
- recognize that preexisting challenges were made more evident by COVID;
- have been addressing new concerns that have arisen due to COVID, and while many affect the entire campus, the negative effects often disproportionately affect underrepresented minorities and students from low-income families; and
- are challenged by the need to increase the diversity of faculty and staff on campus, improve the climate, dismantle barriers, and enhance DEI discussions and engagement.

Since the 2020 release of the [Toward Racial Equity and Social Justice](#) framework, USMO has been assessing work at the institutions and the USM Office to understand USM's role in perpetuating structural racism and how we can begin or enhance work to establish and promote anti-racist policies and actions and dismantle structural racism. Presently, an environmental scan is underway to obtain a clear understanding of where there are gaps and opportunities for growth and focus as it pertains to student success; college affordability and financial literacy; diversity, compensation, mentoring, and training among faculty, staff, and leadership; curricular and co-curricular foci on DEI and dismantling structural racism; and beyond. This began last summer, is still underway, and, now, is being carefully considered alongside the DEI findings that emerged from stakeholder focus groups conducted for the USM strategic planning process. Chancellor Jay Perman recently shared with the USM Office staff that diversity, equity, inclusion, and racial and social justice are efforts that nearly all stakeholders said we need to strengthen as we enter a new strategic plan cycle. Indeed, these are areas that should be integrated and prioritized throughout the strategic plan, and those ideals must be essential to who we are and what we do. The Committee on Education Policy and Student Life will be kept apprised as findings and recommendations emerge.

Institutions are appropriately tackling inclusion and diversity from multiple perspectives. This work will continue, as there is no quick or singular fix. USM 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 continuing to support, 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 USM institutions among the most representative, welcoming, equitable, social justice-focused communities of higher education in the United States.

Enclosures: USM Institutional Cultural Diversity Progress Reports

**BOWIE STATE UNIVERSITY**



Spring 2021

## INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

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**Institution:** Bowie State University

**Date Submitted:** April 12, 2021

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

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### **Purpose of Report:**

The Institutional Programs of Cultural Diversity Annual Progress Report is mandated by §11-406 of the Education Article, which 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.

### **Section I – Institutional Definition of Diversity**

Bowie State University has a long-standing commitment to diversity; it values and celebrates diversity in all of its forms. The University community believes that its educational environment is enriched by the diversity of individuals, groups, and cultures that come together in a spirit of learning. As the University aspires to even greater racial diversity, it fully embraces the global definition of diversity that acknowledges and recognizes differences and advances knowledge about race, gender, ethnicity, national origin, political persuasion, culture, sexual orientation, religion, age, and disability.

The University's FY 2019 – FY 2024 Racing to Excellence Strategic Plan provides the framework for diversity and inclusion efforts. The student, faculty, staff, administrators and alumni members of the Strategic Planning Committee, revised the core values and strategic goals after completing a SWOT analysis and reviewing peer institution plans. The committee recommended revising the previous core value of diversity to inclusivity to more accurately reflect the current focus of the institution. The inclusivity core value is below:

Core Value of Inclusivity - Bowie State University is 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.

The FY 2019-2024 Strategic Plan provides further direction to enhance this core value. Goal 4 - Enhancing our Campus Culture of Diversity, Inclusion and Civic Engagement outlines objectives to further enhance the University's efforts to 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.

Strategic Plan Key Performance Indicators provide data related to student and staff demographics, countries of origin, and student success by student subgroups to evaluate progress and inform future activities. Even in these ever changing times, Bowie State University remains committed to diversity in all its forms.

### ***Section II – Successful Cultural Diversity Initiatives***

Even during the predominately virtual environment of the past year, Bowie facilitated 15 cultural diversity programs in which over 630 faculty, staff and students attended. Below are examples of successful ongoing and new institutional initiatives designed to address issues related to cultural diversity.

#### ***BSU Safe Space Program-ONGOING***

Since November 2019, the Office of Multicultural Programs and Services facilitates a two-part professional workshop for faculty, staff, students, and local community members that cultivates a more inclusive campus for our LGBT + community. To receive the safe space program certificate and safe space sticker, participants must attend both parts of the workshops. Safe Space training is an opportunity to learn about: LGBT+ (Lesbian, Gay, Bisexual, Transgender, and related communities) identities, gender, sexuality, prejudice, assumptions, and privilege.

As a result of COVID-19, the Office of Multicultural Programs and Services revised the Safe Space program to deliver the training virtually in spring 2020. In the summer of 2020, the Office of Multicultural Programs and Services collaborated with the Office of Residence Life and the Office of Student Activities to expand the Safe Space program to include student leaders interested in fostering a more welcoming campus for the LGBT community. As of March 10, 2021, 76 faculty, staff, and students are Safe Space certified.

#### ***BSU Inaugural Latino Academic and Leadership End-of-Year Award Luncheon-ONGOING***

The Latino Academic and Leadership End-of-Year Award Luncheon is an opportunity for the BSU community to honor the contributions of students, staff, and faculty making an impact on campus. The event recognizes, celebrates, and affirms students who excel in academics and leadership on campus. All full-time students who self-identify as Latino or Hispanic origin earning a 3.2 GPA or better in the fall semester, as well as those who have been active with leadership roles on campus are invited to participate.

The inaugural event in 2020 recognized the Raices student organization leadership team (Latino affinity student group) and members of the charter sorority of Sigma Lambda Gamma, the first Latina sorority at BSU and one of the first at a Maryland historically black college or university (HBCU). In April 2020, the Office of Multicultural Programs and Services in partnership with the Office of Institutional Advancement recognized 85 self-identified Latino students for academic and leadership on campus during the 2019-2020 academic year. Unfortunately the program was cancelled due to the pandemic restrictions.

On April 29, 2021, the Office of Multicultural Programs and Services in partnership with the Office of Institutional Advancement will host the first Latino Academic Excellence and Leadership ceremony virtually to

recognize self-identified Latino students. Equally important, unlike the inaugural year, this year, all self-identified Latino undergraduate May graduates will be honored at the annual event.

### ***Breathing While Black Series: Know Your Rights-NEW***

Due to the social injustice and social unrest from the death of George Floyd in May 2020, the Office of Multicultural Programs and Services successfully launched Breathing While Black Series for the BSU community. The Breathing While Black Series: Know Your Rights provides legal rights and best practices when interacting with the police. Between July 2020 and October 2020, 54 students, faculty, and staff have attended the Breathing While Black Series: Know Your Rights informational sessions. The Breathing While Black Series is available upon request on the MPS webpage.

### ***BSU Inaugural Hispanic Heritage Month Virtual Address-NEW***

In an effort to augment awareness for Hispanic Heritage Month (September 15- October 15), the Office of Multicultural Programs and Services in partnership with Raices (Latino affinity student club) and SLG (student multiracial sorority), successfully hosted the Inaugural Hispanic Heritage Month Virtual Address on September 17, 2020 with 35 students, faculty, and staff in attendance. Maryland State Delegate Averio was the keynote who addressed the importance of Hispanic Heritage Month, diversity celebrations all year, and the value of speaker holding elected officials accountable regarding social injustice. In April 2021, the Office of Multicultural Programs and Services will convene a Hispanic Heritage Month committee that will outline BSU's first Hispanic Heritage Month activities slated for 2021.

### ***BSU Inaugural Courageous Conversations Book & Movie Discussion Series-NEW***

In observance of CEO Action for Diversity & Inclusion Day of Understanding in April 2021, the Office of Equity Compliance and the Office of Multicultural Programs & Services will host a virtual book and movie discussion on New York Times bestseller Ta-Nehisi Coates's "Between the World and Me." Bowie faculty, staff, and students are encouraged to read the book or watch the HBO Max movie based on the book. The Day of Understanding is an initiative of the CEO Action for Diversity & Inclusion™, the largest CEO-driven business commitment to advance diversity and inclusion within the workplace. Bowie State University joined this collective in 2017.

### ***About Voices & Viewpoints: Diversity Discussions Through Media- NEW***

The bi-monthly book and movie series, hosted by BSU Office of Equity Compliance and the Office of Multicultural Programs & Services, offers opportunities for the BSU community to discuss books and films representing experiences of various cultures, groups, and identities in entertaining and informative ways. All events will be hosted virtually until further notice.

### ***Section III – Anticipated Impact of Pandemic on Cultural Diversity***

Although programs and services focused on diversity, equity, and inclusion have been available monthly since March 2020, attendance has decreased significantly among students, faculty, and staff. Although virtual fatigue has negatively affected programs and services, the Office of Multicultural Programs and Services intentionally collaborated with different campus offices and student organizations to capture a larger attendance and boost audience. Equally important, the Office of Multicultural Programs and Services implemented a number of DEI Awareness mobile stations for over 800 residential students on campus. The DEI Awareness mobile station provided residential students with opportunities to stay engaged on different diversity cultural theme months. For example, the Office of Multicultural Programs and Services successfully hosted Academics and Social Identity DEI mobile station in late January 2021. Over 50 residential students participated in the DEI mobile station and noted the in-person platform convinced them to participate in the program.

Appendix A  
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 2019 – FY 2024 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 HBCU, 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, an expansion on the work of the Office of Equity Compliance, is in draft form with initial funding planned for FY 2021.

In anticipation of the Diversity and Inclusion unit, the Center for Academic Programs Assessment (CAPA) began collecting 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. Multiple 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 assessed 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 freshmen 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. Data from seniors were collected in AY 2020 and were analyzed in summer 2020.

Furthermore, the Office of Equity and Compliance and 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 findings supported a FY 2019 grant proposal for facilities improvements.

Additionally, the core value of Inclusion is measured through the Ruffalo Noel Levitz Student Satisfaction Inventory and the Ruffalo Noel Levitz College Employee Satisfaction Survey. Findings from these and other sources, including a survey conducted by the Office of Multicultural Programs and Services of incoming student’s diversity interests and needs, are used to inform the activity planning for the Diversity and Inclusion unit.

Bowie State University recognizes that cultural diversity in this context is relegated narrowly to religious, ethnic, and racial minorities, with a focus on creating a comfortable and welcoming environment in spaces where that does not already exist. As a Historically Black University, BSU believes the unique culture of our campus, its connection to the broader community, and the heritage of which we are apart is beneficial to everyone who attends, educates, or otherwise works for Bowie State University. Accordingly, we will design a plan that welcomes the working and learning opportunities that a diversity of persons, thought, background, and protected characteristics offer within an environment that celebrates and educates all groups in the context of our rich history.

In consideration of the multi-faceted approach the University intends to take to improve and extend its inclusive work across the campus, BSU has determined that a consultant will be needed to support the institution's efforts in creating a Diversity and Inclusion Strategic Plan. At the time of this reporting the University is completing its vetting and selection process for the consultant. It is anticipated that Phase I of a written plan will take approximately six months from the beginning of the contract to complete and that BSU will be able to share a working draft of the plan during the 2022 phase of reporting.

**COPPIN STATE UNIVERSITY**



**Coppin State University's Commitment  
to  
Diversity and Inclusion**

Institutional Programs of Cultural Diversity Report

Submitted to the  
University System of Maryland Board of Regents

April 12, 2021

**CSU Cultural Diversity Report Submission**  
**April 12, 2021**

**Coppin State University's Commitment to Diversity and Inclusion**

The diversity of the students, faculty, and staff of Coppin State University has been the source of creativity, student success, and innovative accomplishments throughout the institution's history since it was founded in 1900. Diversity has evolved to be among the defining features of Maryland's past, present, and future in terms of the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstances. Such differences, which are valued at the University include race, ethnicity, gender, age, religion, language, abilities and disabilities, sexual orientation, gender identity, socioeconomic status, and geographic region. Since the core mission of the Coppin State University, as an urban, Historically Black College/University (HBCU) is to serve the interests of the State of Maryland by producing top graduates with a diversity portfolio of experiences, it must seek to increase and maintain diversity among its students, faculty, and staff. Coppin has always demonstrated a compelling interest in making sure that people from all backgrounds perceive that access to the education and equal opportunity is possible for talented individuals from all groups.

The leadership of Coppin State University agrees to the following tenants of diversity:

- Diversity is integral to the University's achievement of excellence and can enhance the ability of the University to accomplish its academic mission.
- Diversity aims to broaden and deepen both the educational experience and the scholarly environment, as students and faculty learn to interact effectively with each other, preparing them to participate in an increasingly complex and global society.
- Ideas, and practices based on those ideas, can be made richer by the process of being born and nurtured in a diverse community. The pluralistic university can model a process of proposing and testing ideas through respectful, civic participation and engagement.
- Educational excellence that truly incorporates diversity thus can promote mutual respect and make possible the full, effective use of the talents and abilities of all to foster innovation and train future leadership.

Through the annual work and contributions of the university's Diversity and Inclusion Committee, Coppin State University renews its commitment to the full realization of its historic promise to recognize and nurture merit, talent, and achievement by supporting diversity and equal opportunity in its education, services, and administration, as well as research and creative activity. The University monitors these results in the programs activities and strategies it supports in order to ensure that diversity and inclusion education and awareness continuously facilitates the removal of barriers to the recruitment, retention, and advancement of talented students, faculty, and staff from historically underrepresented and multigenerational populations. These initiatives are also a part of the University's strategic goals for each academic and non-academic unit. An excerpt from the mission statement (approved in 2019) states that "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."

## **Selected Initiatives Contributing to the Successful Culture of Diversity & Inclusion**

Several programs, strategies, and initiatives have contributed to a culture of diversity and inclusion at the University. While there is a greater awareness of efforts across the campus and in the community, there is still room for improvement. However, increasing awareness and building on an existing structure is attributable to the following programs:

- **Safe Space Training.** This program is conducted by the Counseling Center for Student Development in conjunction with residence life and student activities. A variety of safe spaces are provided where students, faculty, and staff may come together to discuss issues related to diversity and inclusion such as understanding LGBTQIA students and their experiences while contributing to the academy. The residence halls have capacity to hold 600 students annually who have opportunities for participation.
- **Curricular Requirements - Freshman Seminar.** Each year, through the one-credit course, freshmen students are afforded several opportunities to get the know the University's climate and how they may become contributors on a variety on academic issues. Diversity and Inclusion are topics that are taught to incoming students who are required to write a reflection paper for academic credit, and then share during in-class lecture sessions.
- **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. SASA students receive information on financial literacy, career planning, personal growth, and other campus resources and support services. Ninety-five percent of participants enroll at Coppin each fall contributing to diverse enrollment trends.
- **Professional Development for Faculty & Staff** by all units on campus conducted by Human Resources on such topics as Unconscious Bias and other routine workshops held, which are open to the campus community:
  - Trainings given for University Search Committees on the Do's and Don'ts of the Interview Process which included the inclusiveness and unbiased criteria for candidate selection.
  - The Office of Human Resources services offered through our EAP, Guidance Resources, provides counseling, support, and a safe space to help employees manage problems which may include microaggressions, discrimination, and finding their voice.
  - The Office of Human Resources works collaboratively with Humanim, a non-profit organization which allow individuals from marginalized communities who face social and economic challenges to work at the University.
  - SkillSoft, an online learning and development tool for faculty and staff, has numerous DEI offerings easily accessible for training such as Your Role in Workplace Diversity and Understanding Unconscious Bias.
- **Annual Campus-Wide Events.** Several events include the annual Constitution Day, which is used to encourage students to become leaders within the community. The Annual Martin Luther King, Jr. Day is a speaker series and recognition ceremony that is open to the campus and local community. The event recognizes leaders who have made noteworthy contributions to diversity. There are also annual townhalls on Race, Culture, History, and Crime, which provide the campus community with opportunities to participate in lecture series and other activities that promote cultural diversity.

## Impacts of COVID-19 on Diversity Initiatives

Several initiatives were not held due to the ongoing COVID-19 Pandemic. Although the University was able to successfully conduct several programs in a virtual format, selected programs that impact enrollment, retention, and graduation, were not held. These programs also impact the diversity of the student body and the diverse faculty who regularly participate in the annual summer academy. Additionally, new issues were cited over the virtual delivery of education to our population of students. Selected programs and examples affected by the pandemic are below:

- The institution managed to support students who indicated through surveys that they needed broadband equipment to support the delivery of virtual courses. Blackboard Collaborate and other platforms were used successfully to deliver education. However, a significant number of students indicated a lack of internet broadband strong enough to continuously support their learning experience.
- Faculty members with the assistance of the USM Kirwan Center for Academic Innovation were able to receive support for delivering courses in a virtual modality, which included course design as well as support for virtual labs, using Labster. While the University was already making use of the some of these platforms, they were new to most faculty who requested training.
- Enrollment for the University declined to 2,046 students who were registered for spring 2021. Students were, and many still are, concerned over their financial welfare as many of them became unemployed and had to take on additional caregiving responsibilities as they and loved ones lost jobs and childcare centers closed. As a result, some students have placed education on hold while others have decided to attend community college.
- **Summer Academic Success Academy (SASA)** - The Summer Academic Success Academy was not held due to the pandemic. This is a campus-based initiative, which is also a residential cohort program. Typically, the program enrolls 75-100 students, based on institutional resources. Ninety-five percent of participants enroll at Coppin each fall. The pandemic continues to impact this program that provides intervention for some student participants while providing early access towards program completion for others. The program will not be offered again in summer 2021 out of an abundance of safety due to the limitations of the pandemic and infection rate of Baltimore City, where Coppin is centrally located. Not being able to offer the program affects the institution's efforts to provide a diverse, minority group of students with early access to and support for higher education efforts.
- **Safe Space Training** – The program conducted by the Counseling Center was unable to secure the physical space normally used to provide in-person training to students, faculty, and staff and to transfer knowledge, awareness, appreciation, and understanding of LGBTQIA student issues. Plans are in progress to provide programming fall 2021.
- **LatinX Programming** – The University initiated programming to recognize Hispanic Heritage and has recently formed a group to discuss supporting increasing numbers of LatinX students on the campus. Although COVID-19 impacted overall campus life, two events were held, one virtually and another in-person but was socially-distanced.

## Appendix – CSU Diversity Implementation Plan

### I. Implementation Plan and Strategy for Meeting Goals

**Timeline: 2020-2025**

**Draft Under Review**

Coppin State University's Cultural Diversity and Inclusion Plan is a living document that currently aligns to the institution's strategic priorities, which include increasing enrollment and enhancing the student experience. The plan will be revised to coincide with the University's strategic plan, which is projected to undergo revisions beginning summer 2021. Each year, the academic and administrative units provide an update related to the institution's priorities, which align to the diversity and inclusion goals of the institution. University strategic goals related that support diversity and inclusion are aligned to and include the following:

- **CSU Strategic Priority - Increase Enrollment** - Recruit, enroll, and retain, high school students, working adults, and transfer students who are seeking a degree or certification for career advancement or economic gain.

**Aligned CSU Diversity Plan Goal 1:** Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.

- **CSU Strategic Priority - Student Experience** - Address the needs of our multigenerational student population by creating an environment that supports diversity, equity, and inclusion through learning outcomes inside and outside the classroom.

**Aligned CSU Diversity Plan Goal 2:** Create Positive Interactions and cultural awareness among students, faculty, and staff on campus.

### Measures and Projected Outcomes for Enrollment

The institution will examine a variety of measures related to increasing diversity and inclusion. As it relates to enrollment, retention, and graduation, plans are in progress to increase all the rates. Success has been realized as Coppin has maintained a strong 2-year retention rate and has increased its 6-year graduation rate significantly by six percentage point. Clearly, the impact of selected programs is having positive impacts on student success.

**Graduation and Retention Rates – 5-Year Trends**

| Success Rates         | 2016 | 2017 | 2018 | 2019 | 2020 | 2021<br>Est. |
|-----------------------|------|------|------|------|------|--------------|
| 2nd Yr. Ret.<br>Rates | 66%  | 64%  | 71%  | 66%  | 66%  | 68%          |
| 6-Yr. Grad Rates      | 20%  | 23%  | 21%  | 25%  | 31%  | 31%          |

*Office of Planning & Assessment, 4/2021.*

The University has established projections for the following measures and will monitor annually the following:

To achieve for 2020-2021 and 2021-2022 retention rates of:

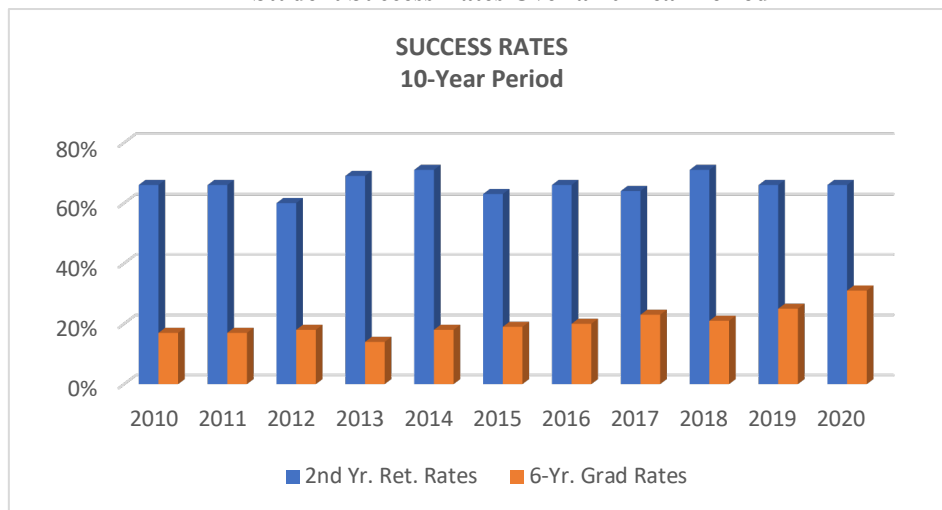


- Second Year Retention Goal = 68%
- Third Year Retention Goal = 55%
- Fourth Year Retention Goal = 42%

To achieve 2020-2021 and 2021-2022 graduation rates of:

- Four- Graduation Rate = 13%
  - Six-Year Graduation Rate = 31%\*
- (USM, 2021 provides a 31% rate; Institution provides a rate of 30%)*

#### Student Success Rates Over a 10-Year Period



*Office of Institutional Research, 3/2021*

#### Enrollment Projections Current and Projected FY 2020-2022 Estimated

|                   | FY 2020 Actual | FY 2021 Actual | FY 2022 <sup>1</sup><br>Estimated |
|-------------------|----------------|----------------|-----------------------------------|
| <b>Enrollment</b> |                |                |                                   |
| Headcount         | 2724           | 2348           | 2531                              |
| FTE               | 2125           | 1918           | 2067                              |

*Office of Planning & Assessment, 3/2021*

## USM 10-Year Enrollment Projections

| FALL SEMESTER           |        |                            |       |       |       |       |       |       |       |       |       |                       |
|-------------------------|--------|----------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-----------------------|
| Fall Student Data       | Actual | Fall Headcount Projections |       |       |       |       |       |       |       |       |       | Fall 2021 - Fall 2030 |
|                         | 2020   | 2021                       | 2022  | 2023  | 2024  | 2025  | 2026  | 2027  | 2028  | 2029  | 2030  | Number Percent        |
| Headcount Total         | 2,348  | 2,531                      | 2,581 | 2,633 | 3,003 | 3,033 | 3,064 | 3,097 | 3,128 | 3,160 | 3,192 | 844 35.9%             |
| Undergraduate Total     | 2,108  | 2,266                      | 2,310 | 2,356 | 2,687 | 2,713 | 2,740 | 2,767 | 2,794 | 2,822 | 2,849 | 741 35.2%             |
| Full-time               | 1,606  | 1,595                      | 1,627 | 1,659 | 1,892 | 1,911 | 1,930 | 1,949 | 1,968 | 1,988 | 2,007 | 401 25.0%             |
| Part-time               | 502    | 671                        | 683   | 697   | 795   | 802   | 810   | 818   | 826   | 834   | 842   | 340 67.7%             |
| Grad./First Prof. Total | 240    | 265                        | 271   | 277   | 316   | 320   | 324   | 330   | 334   | 338   | 343   | 103 42.9%             |
| Full-time               | 74     | 88                         | 90    | 92    | 105   | 107   | 109   | 112   | 114   | 116   | 118   | 44 59.5%              |
| Part-time               | 166    | 177                        | 181   | 185   | 211   | 213   | 215   | 218   | 220   | 222   | 225   | 59 35.5%              |
| FTDE or FTNE Students   | N/A    | N/A                        | 1,490 | 1,520 | 1,734 | 1,751 | 1,769 | 1,788 | 1,806 | 1,825 | 1,843 | #NAME? #NAME?         |

N/A - Not Applicable Due to COVID Restrictions

| FISCAL YEAR Full-Time Equivalent (FTE) |       |                             |       |       |       |       |       |       |       |       |       |                               |
|----------------------------------------|-------|-----------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------------------------------|
|                                        | Est.  | Fiscal Year FTE Projections |       |       |       |       |       |       |       |       |       | Change From FY 2020 - FY 2030 |
|                                        | 2021  | 2022                        | 2023  | 2024  | 2025  | 2026  | 2027  | 2028  | 2029  | 2030  | 2031  | Number Percent                |
| Total University FTE Students          | 1,918 | 2,067                       | 2,108 | 2,151 | 2,453 | 2,478 | 2,503 | 2,530 | 2,555 | 2,581 | 2,607 | 689 35.9%                     |
| Subtotal FTE University Centers        | 0     | 0                           | 0     | 0     | 0     | 0     |       |       |       |       |       | 0 #DIV/0!                     |
| U at Shady Grove FTE                   |       |                             |       |       |       |       |       |       |       |       |       | 0 #DIV/0!                     |
| Hagerstown FTE                         |       |                             |       |       |       |       |       |       |       |       |       | 0 #DIV/0!                     |
| Southern Maryland FTE                  |       |                             |       |       |       |       |       |       |       |       |       | 0 #DIV/0!                     |
| Northeast Maryland (formally HEAT)     |       |                             |       |       |       |       |       |       |       |       |       | 0 #DIV/0!                     |
| Towson University Northeast (TUNE)     |       |                             |       |       |       |       |       |       |       |       |       | 0 #DIV/0!                     |

| FISCAL YEAR NEW ENROLLMENT TARGETS |      |                                                  |      |       |       |       |       |       |       |       |       |                               |
|------------------------------------|------|--------------------------------------------------|------|-------|-------|-------|-------|-------|-------|-------|-------|-------------------------------|
|                                    | Est. | Fiscal Year New Enrollment Headcount Projections |      |       |       |       |       |       |       |       |       | Change From FY 2020 - FY 2030 |
|                                    | 2021 | 2022                                             | 2023 | 2024  | 2025  | 2026  | 2027  | 2028  | 2029  | 2030  | 2031  | Number Percent                |
| Total New Students                 | 902  | 916                                              | 925  | 1,054 | 1,065 | 1,076 | 1,087 | 1,098 | 1,109 | 1,120 | 1,131 | 241 26.7%                     |
| New Graduate Students              | 150  | 153                                              | 156  | 178   | 182   | 184   | 186   | 188   | 190   | 192   | 194   | 44 29.3%                      |
| New First-time, Full-time UG       | 402  | 408                                              | 409  | 466   | 471   | 476   | 481   | 486   | 491   | 496   | 501   | 99 24.6%                      |
| New Transfer Students UG           | 224  | 226                                              | 228  | 260   | 264   | 267   | 270   | 272   | 274   | 277   | 280   | 56 25.0%                      |
| New Other UG Students              | 126  | 129                                              | 132  | 150   | 152   | 155   | 157   | 160   | 163   | 165   | 168   | 42 33.3%                      |

Office of Institutional Research, 3/2021

### Measures and Projected Outcomes for a Welcoming Environment

The institution will examine a variety of measures related to increasing diversity and inclusion by providing a welcoming campus environment. As it relates to CSU Diversity Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus, the University Diversity and Inclusion Committee will commit to regular monitoring and reporting of measures annually that include, but are limited to the following:

1. Number of participants, by student, faculty, and staff type, including race and ethnicity that participate in annual campus events such as town halls or scheduled diversity training conducted by the Office of Human Resources.
2. Outcomes of survey results that capture positive interactions and cultural awareness among students, faculty, and staff. Surveys, such as the National Survey of Student Engagement (NSSE) is used annually to assess the value-added to the students experience from diverse experiences with other students, faculty, and staff.

## Student Diversity Comparisons – Race / Ethnicity

| TABLE 1: Student Comparisons |                 |        |      |        |           |        |      |        |           |        |      |        |           |        |      |        |
|------------------------------|-----------------|--------|------|--------|-----------|--------|------|--------|-----------|--------|------|--------|-----------|--------|------|--------|
| Race / Ethnicity             | Base: 2008-2009 |        |      |        | 2018-2019 |        |      |        | 2019-2020 |        |      |        | 2020-2021 |        |      |        |
|                              | #               | %      | Male | Female | #         | %      | Male | Female | #         | %      | Male | Female | #         | %      | Male | Female |
| A.A./Black                   | 3473            | 85.70% | 722  | 2751   | 2225      | 81.68% | 478  | 1747   | 2225      | 81.68% | 478  | 1747   | 1,899     | 80.88% | 385  | 1,514  |
| Am. Ind. Alaska Native       | 4               | 0.10%  | 2    | 2      | 11        | 0.40%  | 1    | 10     | 11        | 0.40%  | 1    | 10     | 6         | 0.26%  | 1    | 5      |
| Asian                        | 10              | 0.20%  | 0    | 10     | 9         | 0.33%  | 0    | 9      | 9         | 0.33%  | 0    | 9      | 7         | 0.30%  | 1    | 6      |
| Hisp./Lat.                   | 17              | 0.40%  | 8    | 9      | 67        | 2.46%  | 19   | 48     | 67        | 2.46%  | 19   | 48     | 75        | 3.19%  | 23   | 52     |
| White                        | 90              | 2.20%  | 25   | 65     | 50        | 1.84%  | 22   | 28     | 50        | 1.84%  | 22   | 28     | 40        | 1.70%  | 21   | 19     |
| Nat. Am. Pac. Islander       | 0               | 0.00%  | 0    | 0      | 0         | 0%     | 0    | 0      | 0         | 0%     | 0    | 0      | 1         | 0.04%  | 0    | 1      |
| Two or More Races            | 0               | 0.00%  | 0    | 0      | 75        | 2.75%  | 21   | 54     | 75        | 2.75%  | 21   | 54     | 70        | 2.98%  | 23   | 47     |
| Foreign                      | 0               | 0.00%  | 0    | 0      | 244       | 8.96%  | 70   | 174    | 244       | 8.96%  | 70   | 174    | 215       | 9.16%  | 64   | 151    |
| Not Identified               | 457             | 11.30% | 139  | 318    | 43        | 1.58%  | 10   | 33     | 43        | 1.58%  | 10   | 33     | 35        | 1.49%  | 7    | 28     |
| TOTAL                        | 4051            | 100%   | 896  | 3155   | 2738      | 100%   | 587  | 2151   | 2724      | 100%   | 621  | 2103   | 2348      | 100%   | 525  | 1823   |

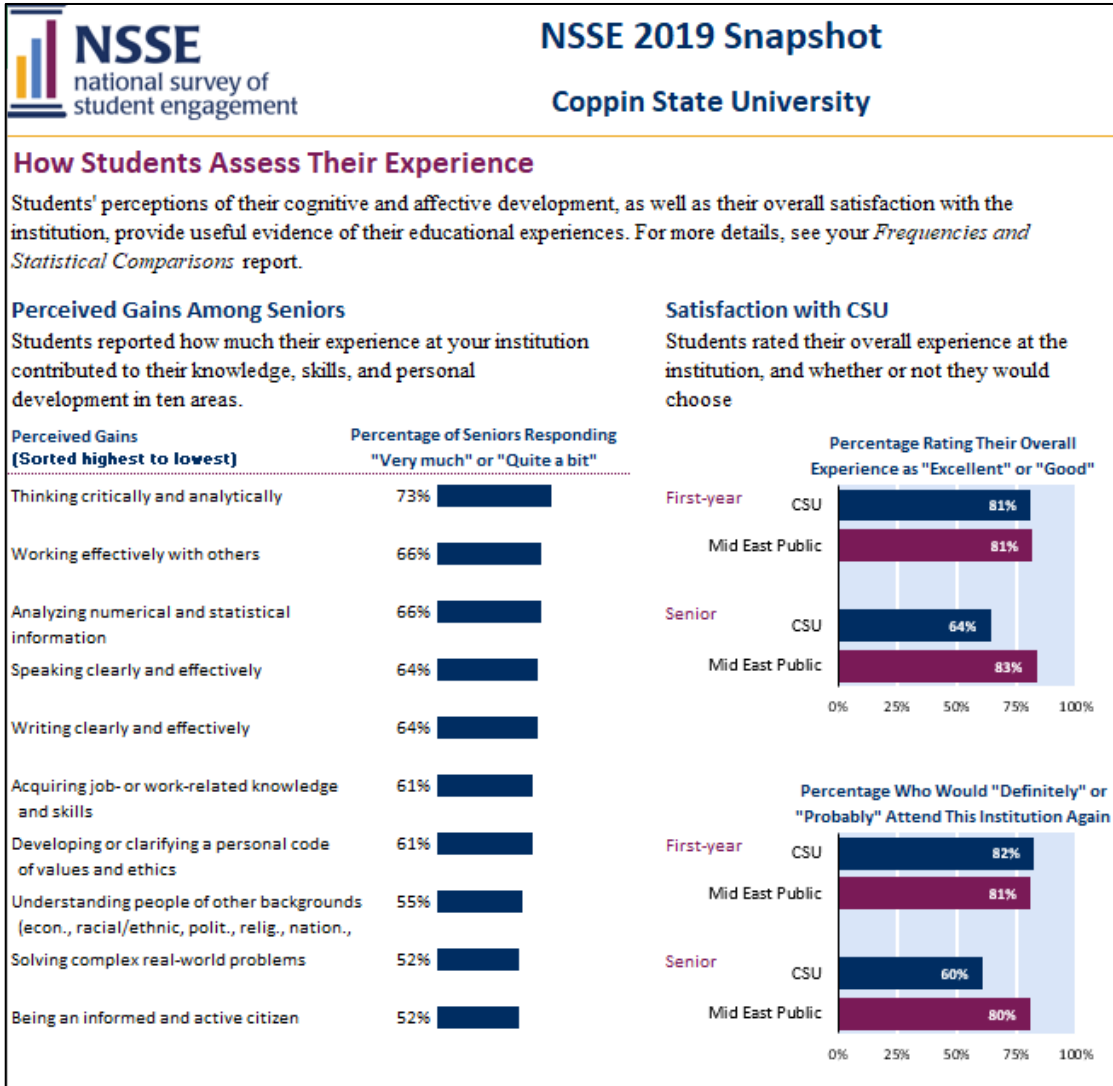
## Faculty Diversity Comparisons – Race / Ethnicity

| TABLE 2: Faculty Comparisons |                 |      |      |        |           |        |      |        |           |        |      |        |           |        |      |        |
|------------------------------|-----------------|------|------|--------|-----------|--------|------|--------|-----------|--------|------|--------|-----------|--------|------|--------|
| Race / Ethnicity             | Base: 2008-2009 |      |      |        | 2018-2019 |        |      |        | 2019-2020 |        |      |        | 2020-2021 |        |      |        |
|                              | #               | %    | Male | Female | #         | %      | Male | Female | #         | %      | Male | Female | #         | %      | Male | Female |
| A.A./Black                   | 410             | 92%  | 148  | 262    | 188       | 75.20% | 69   | 119    | 183       | 74.39% | 61   | 122    | 177       | 72.84% | 60   | 117    |
| Am. Ind. Alaska Native       | 0               | 0%   | 0    | 0      | 1         | 0%     | 0    | 1      | 1         | 0.41%  | 0    | 1      | 1         | 0.41%  | 0    | 1      |
| Asian                        | 13              | 3%   | 9    | 4      | 13        | 5.00%  | 8    | 5      | 17        | 6.91%  | 11   | 6      | 17        | 7.00%  | 10   | 7      |
| Hisp./Lat.                   | 2               | 0%   | 1    | 1      | 3         | 1.20%  | 1    | 2      | 3         | 1.22%  | 1    | 2      | 3         | 1.23%  | 2    | 1      |
| White                        | 20              | 4%   | 12   | 8      | 30        | 12%    | 23   | 7      | 30        | 12.20% | 24   | 6      | 32        | 13.17% | 25   | 7      |
| Nat. Am. Pac. Islander       | 0               | 0%   | 0    | 0      | 0         | 0%     | 0    | 0      | 0         | 0%     | 0    | 0      | 0         | 0.00%  | 0    | 0      |
| Two or More Races            | 0               | 0%   | 0    | 0      | 52        | 13%    | 14   | 38     | 2         | 0.81%  | 1    | 1      | 3         | 1.23%  | 2    | 1      |
| Foreign                      | 0               | 0%   | 0    | 0      | 11        | 4.40%  | 7    | 4      | 10        | 4.07%  | 6    | 4      | 10        | 4.12%  | 6    | 4      |
| Not Identified               | 2               | 0%   | 0    | 2      | 1         | 0%     | 1    | 0      | 0         | 0%     | 0    | 0      | 0         | 0.00%  | 0    | 0      |
| TOTAL                        | 447             | 100% | 170  | 277    | 250       | 100%   | 111  | 139    | 246       | 100%   | 104  | 142    | 243       | 100%   | 105  | 138    |

## Staff Diversity Comparisons – Race / Ethnicity

| TABLE 3: Staff Comparisons |                 |     |      |        |           |        |      |        |           |        |      |        |           |        |      |        |
|----------------------------|-----------------|-----|------|--------|-----------|--------|------|--------|-----------|--------|------|--------|-----------|--------|------|--------|
| Race / Ethnicity           | Base: 2008-2009 |     |      |        | 2018-2019 |        |      |        | 2019-2020 |        |      |        | 2020-2021 |        |      |        |
|                            | #               | %   | Male | Female | #         | %      | Male | Female | #         | %      | Male | Female | #         | %      | Male | Female |
| A.A./Black                 | 241             | 80% | 91   | 150    | 304       | 84.40% | 108  | 196    | 302       | 84.83% | 111  | 191    | 262       | 82.39% | 90   | 172    |
| Am. Ind. Alaska Native     | 0               | 0%  | 0    | 0      | 1         | 0%     | 0    | 1      | 1         | 0.28%  | 0    | 1      | 0         | 0.00%  | 0    | 0      |
| Asian                      | 13              | 4%  | 10   | 3      | 10        | 2.80%  | 7    | 3      | 12        | 3.37%  | 8    | 4      | 15        | 4.72%  | 10   | 5      |
| Hisp./Lat.                 | 1               | 0%  | 0    | 1      | 4         | 1%     | 2    | 2      | 5         | 1.40%  | 3    | 2      | 6         | 1.89%  | 4    | 2      |
| White                      | 37              | 12% | 27   | 10     | 30        | 8.30%  | 19   | 11     | 26        | 7.30%  | 18   | 8      | 25        | 7.86%  | 16   | 9      |
| Nat. Am. Pac. Islander     | 0               | 0%  | 0    | 0      | 0         | 0%     | 0    | 0      | 0         | 0%     | 0    | 0      | 0         | 0.00%  | 0    | 0      |
| Two or More Races          | 0               | 0%  | 0    | 27     | 2         | 0.10%  | 1    | 1      | 2         | 0.56%  | 1    | 1      | 3         | 0.94%  | 1    | 2      |
| Foreign                    | 0               | 0%  | 0    | 0      | 8         | 1.20%  | 4    | 4      | 8         | 2.25%  | 5    | 3      | 7         | 2.20%  | 5    | 2      |
| Not Identified             | 0               | 0%  | 4    | 4      | 1         | 0%     | 1    | 0      | 0         | 0%     | 0    | 0      | 0         | 0.00%  | 0    | 0      |
| TOTAL                      | 9               | 3%  | 132  | 132    | 360       | 100%   | 142  | 218    | 356       | 100%   | 146  | 210    | 318       | 100%   | 126  | 192    |

## National Survey of Student (NSSE) Survey Results



## **II. Description of How the Institution Addresses Cultural Diversity among Students, Faculty, and Staff Populations**

CSU achieves and supports cultural diversity through 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), ability or disability, marital status, sexual orientation, and military status. Cultural diversity and inclusion are central to the institution's mission, which "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 and State meet their goals of accomplishing 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 and serve a multigenerational student body.

Selected initiatives across the campus within the Student Affairs and Enrollment Management, as well as 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 can 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. This program strengthen enrollment. Ninety-five percent of participants enroll at Coppin each fall. The program was not held summer 2020 due to the COVID19 pandemic. It will also not be held summer 2021 for the same reason.
- **First Year Experience (FYE)** - The First-Year Experience program serves as the advisement hub and unit that plans and implements co-curricular activities for first-year students. Students receive intrusive advisement and guidance through the completion of the first semester at the University.
- **Academic Success Centers (ASC)** - The Centers, housed within each of the four colleges, are staffed by a full-time retention specialist. Staff members monitor student progression, perform registration outreach, and direct students to support services needed for success.

- **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. The staff assists students in crisis, intervene in potentially life threatening situations, provide quality outreach programs, and offer other important additional services. These services address the developmental concerns of students while emphasizing prevention and professional consultative services that increase the understanding of challenges faced by students and promotes psychological well-being.
- **Disability Support Services - Disability Support Services (DSSP)** - Housed under the Division of Academic Affairs, DSSP has been charged to create an accessible university community to ensure students have equal access to University programs, activities, and services. 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 28 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.

#### Cultural Diversity among 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 twice per year. Workshops include such topics on sensitivity training, managing diverse staff members, customer service, and conflict resolution. The workshops are conducted in conjunction with the Information Technology Division, Academic Affairs, and Finance and Administration.

#### Diversity among Faculty

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

The University maintains subscriptions to diverse publications 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 its disciplines. Also, internally, the institution is reviewing its academic programs, to determine personnel and other resources necessary for successful implementation.

### **III. A Description of the Process to Enhance Cultural Diversity**

A part of the University's strategic planning process requires the campus leadership to review KPIs related to metrics in the plan. Those metrics, which also impact diversity and inclusion, are a part of the review process and will be noted as needed attention or improvement by campus administrators. Furthermore, the Diversity and Inclusion Committee is charged with regularly monitoring the plan and looking for ways to improve diversity-related initiatives. The committee is also charged with assisting units with the development, assessment, and reporting of activities for public consumption. Lastly, the committee monitors the results and makes recommendations to the campus administration so that programs with selected metrics are supported so they do not fall short of unit-level or institutional goals.

Key personnel also serve on the Diversity and Inclusion Committee, which include the Assistant Vice President for Planning and Assessment and the Director of Sponsored Research and Programs. In March 2021, the committee met to discuss options for increasing fundraising and other financial gifts to support scholarly research and activities aimed at producing a greater share of graduates and scholars who are of minority descent. The committee will continue to meet twice a semester or as recommended by administration.

### **IV. Reporting Campus-Based 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](https://www.coppin.edu/downloads/file/1302/complaint_procedure). The campus police will investigate 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. The public remains aware of any crimes primarily through this process.

Students can report crimes through the Division of Student Affairs as well as Academic Affairs. Students involved in such incidents have access to the campus' judicial process, the campus police, and if necessary, Baltimore City's Police Department.

Faculty and Staff can report crimes through the Office of Human Resources. This information is communicated to them through orientation processes as well as through professional development and training offered during the academic year.

### **V. Summary of Resources Needed to Recruit and Retain a Culturally Diverse Student Body**

The Diversity and Inclusion Committee is in the process of examining resources and expenditures to determine resources needed to recruit and retain a culturally diverse student

body. Areas to be explored include Athletics, Merit- and Need-Based scholarships, budgets related to the SASA program, marketing of academic programs, and support services to ensure student success. Additional information should be available fall 2021.



**FROSTBURG STATE UNIVERSITY**

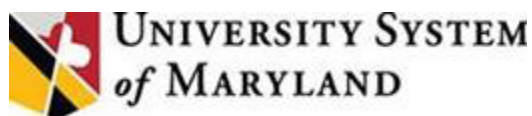


*One University. A World of Experiences.*

**CULTURAL DIVERSITY PROGRAM  
ANNUAL PROGRESS REPORT  
2020-2021**

**PREPARED BY THE CENTER FOR STUDENT DIVERSITY,  
EQUITY, AND INCLUSION  
April 2021**

**Submitted to:**



**2020-2021**  
**INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY**  
**ANNUAL PROGRESS REPORT**

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**Institution: Frostburg State University**

**Date Submitted: April 12, 2021**

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

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This report follows the University System of Maryland guidelines for the 2020-2021 Annual Progress Report on Frostburg State University's Cultural Diversity Program. The report contains the following four sections:

- SECTION I: How Frostburg State University Defines Diversity
- SECTION II: Successful Ongoing and New Institutional DEI Initiatives
- SECTION III: COVID-19's Effects on Efforts to Enhance Diversity
- APPENDIX: Frostburg State University Cultural Diversity Plan

Additionally, an USM Addendum has been forwarded to the University System of Maryland, which describes Frostburg State University's top two or three areas of growth and/or challenge as it pertains to diversity, equity, inclusion, and/or combating structural racism.

# SECTION I

## HOW FROSTBURG STATE UNIVERSITY DEFINES DIVERSITY

The Frostburg State University policy on Diversity states: “The entire Frostburg State University community -- including the student body, the faculty and staff, the President of the University and its administration -- affirms its commitment to a campus environment which values human diversity and respects individuals who represent that diversity. The community declares fostering diversity and respect for difference to be a fundamental goal of higher education, ranking among the highest priorities of this institution.”

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 Office of Diversity, Equity, and Inclusion (DEI) works collaboratively with campus and local communities to foster a sense of inclusion among students of all ages, economic classes, ethnicities, gender identities, races, religions, sexual orientation and national origins. The University Council on Diversity, Equity and Inclusion (UCDEI), which includes students, faculty, and staff who work together to provide oversight of DEI areas of concern, definitions of key terms related to diversity, and successes in an effort to close any gaps. The University provides professional development to employees and students to increase cultural competency through membership in professional organizations such as the Association of American Colleges and Universities (AAC&U); the Student Affairs Administrators in Higher Education (NASPA) and the National Coalition Building Institute (NCBI); utilizing the LinkedIn Learning platform to allow employees to increase learning through an online platform (recently establishing a DEI requirement to be met by all employees by March 2022); and cultivating internal stakeholder expertise in DEI through efforts such as the FSU Professional Development Conference.

# SECTION II

## SUCCESSFUL ONGOING AND NEW INSTITUTIONAL DEI INITIATIVES

### 1. *Development of Assistant Vice President for Student Affairs, as the Diversity, Equity and Inclusion Officer/Officer and ongoing efforts of the UCDEI*

The UCDEI confirmed its mission and developed goals and for the 2020-2021 academic year the council had made the needed adjustments to make action plan progress. Before being interrupted by COVID-19, focus groups were held in the spring 2020 semester to get input from the greater campus. A campus climate survey was conducted during the fall semester 2020 followed by additional focus groups in spring 2021. Meetings with stakeholder groups have been completed and are ongoing to assess achievements and needs to realize a more cohesive approach in improving equity. Recommendations are currently being compiled by the council to submit to the University Advisory Council (UAC) for a comprehensive plan for the 2021-2022 academic year. Some of the notable progress of the council include:

- Conducted campus conversations and focus groups, “Can We Talk?” to further develop goals and action plans.
- Administered the HEDS Campus Climate and Equity Survey.
- Began developing plans and seeking funding to support the needed building and property renovations, and programming needed for a campus/community multicultural center (projected opening fall, 2021).
- Developed and administered a campus Safe Zone training program.
- Developing a plan to create racial justice on campus (in progress)
- Shifted the responsibility of the Cultural Diversity Plan from the Provost Office to the UCDEI and the

Assistant Vice President (AVP) for Student Affairs, Diversity, Equity and Inclusion Officer (DEIO).

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

Continuing 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.

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

Strengthening and expanding student support, mentoring, and advising programs are continuing strategies under this goal. Graduation rates amongst African Americans (56%) and all minority students (53%) improved and were greater than the overall graduation rate for the 2014 cohort (52%). However, retention rates, were slightly less (African Americans: 70% and 71% for all minority) as compared to the all first-time/full-time (71%).

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

Frostburg's Cultural Diversity Plan and its Equity and Inclusion Plan articulate a number of strategies for increasing the diversity of faculty and staff at the institution:

- All searches for faculty and staff positions at Frostburg target as broad and diverse an applicant pool as possible. Advertisements are posted nationally, and the University utilizes the diversity resources offered by various recruitment sites, e.g., the Diversity and Inclusion Package offered by HigherEdJobs.
- All searches in the Academic Affairs division require applicants to submit a statement outlining their commitment to diversity, equity, and inclusion, signaling Frostburg's commitment to these values and letting all qualified candidates know they are welcome at the University.
- All search committees for faculty and staff positions at Frostburg require one member of the committee to be responsible for ensuring that minority outreach is a priority. All search committees must submit documentation of minority recruitment efforts to FSU's Office of Human Resources and FSU's Director of ADA/EEO Compliance. Such efforts typically include:
  - Identifying discipline-specific advertising sites visible to minority candidates, e.g., MinorityNurse.com.
  - Contacting colleagues at other institutions to seek nominations of minority students nearing graduation, recipients of fellowships and awards, or other interested persons.
  - Making personal contacts with minorities at professional conferences and inviting them to apply to FSU positions.

5. *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.

6. *Promote the Understanding of International Cultures*

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

## SECTION III

### COVID-19's EFFECTS ON EFFORTS TO ENHANCE DIVERSITY

1. A hindrance to the admissions' recruitment effort as we were limited in our ability to provide targeted recruitment this year due to the pandemic and staff turnover.
2. Increased difficulty in diversifying the faculty of staff.
  - Decreased hiring due to budgetary cuts.
  - Reluctance or inability of potential candidates to travel to or relocate to the campus.
3. Disproportionate economic impact on marginalized student populations. Applications to the CARES Act funding reflect:
  - An increase in students needing to work, up to full-time status, to provide or support the family's income due to parents losing jobs.
  - Difficulty in students securing reliable devices and/or internet service to complete online coursework.
  - Several students obligated to provide care and support family members infected with the virus.
4. In contrast, the move to increase blended/online education has resulted in:
  - The piloting of an online DEI platform for all first-year students. This program will be required for all first-year students in the 2021-2022 academic year and more effective and convenient for connecting with students whose participation was hindered by time conflicts with athletics, work schedules, and family obligations.
  - Asynchronous online courses providing more flexibility in schedules for students to meet family and work obligations.
  - The move to online and blended courses resulted in more faculty diversifying their curriculum and teaching modality with numerous professional development opportunities provided by the University.
  - Student activities continued to engage students through a robust program of online programming.



**Required APPENDIX:**  
**Frostburg State University's Cultural Diversity Plan PREPARED BY THE CENTER FOR STUDENT DIVERSITY, EQUITY, AND INCLUSION**

***USM Goal 1: Increase the Numerical Representation of Traditionally Underrepresented Groups among Students, Administrative Staff, and Faculty.***

| <b>FSU's Diversity Goal 1: Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                               |
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| <b>Timeline for meeting FSU Goal 1 is fall 2020; FSU's Diversity Program will be reviewed and updated in AY 2020-2021</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                               |
| <b>Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Metrics to measure how progress of each initiative/strategy is being evaluated</b>                                                                                                                                                                                                | <b>Data to demonstrate where progress has been achieved / indicators of success</b>                                                                                                                                                                                                                                                                                                                               | <b>Areas where continuous improvement is needed</b>                                                                                                                                                                                                                           |
| <p>Strategies are numbered followed by their Action Priorities.</p> <p><b>FSU 1.1: Enhance marketing and recruitment efforts that target underrepresented students.</b></p> <ul style="list-style-type: none"> <li>a) Continue to send mailings and electronic communications to underrepresented students who meet the University's admissioncriteria.</li> <li>b) Continue to arrange recruitmenttrips to urban high schools in Maryland.</li> <li>c) The University will make a good faith effort to recruit and employ qualified minority staff to enhance marketing and recruitingefforts that target underrepresented students.</li> </ul> | <p>The purchase of names from minority populations from the poolof students who take the PSAT in their junior year of high school.</p> <p>The number of trips to urban high schools Maryland.</p> <p>The number of minority candidatesoffered staff positions at the University.</p> | <p>Due to the pandemic and staff turnover, Admissions hosted virtual events through a vendor, PlatformQ for the 20-21 recruitment cycle. Through the PlatformQ events, 2005 students participated. Of the 2,005 students, 38.6% of students were minority and 37.11% are unknown.</p> <p>Due to COVID-19 restrictions and public schools being moved to an online format, there were no trips to any schools.</p> | <p>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.</p> <p>Seek out new communication strategies to increase knowledge of counselors in minority markets.</p> |

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| <p><b>FSU 1.2: Familiarize high school students, teachers, and administrators from selected areas with the University's programs and services.</b></p> <p>a) Continue bus trips to FSU from targeted areas and engage FSU minority students to serve as tourguides.</p>                                                                                                                                                                              | <p>The number of bus trips to FSU with minority attendees.</p> <p>The number of minority students in attendance at FSU admitted student receptions.</p>                                                                                                                                                                                   | <p>Due to COVID-19 restrictions and public schools operating in an online format, there were no bus trips from any schools.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                 |
| <p><b>FSU 1.3: Enhance college-readiness programs and promote them to minority and first-generation students.</b></p> <p>a) Continue programs designed to prepare underrepresented students for postsecondary education at FSU.</p> <p>b) Provide additional academic support for underrepresented high school students from Allegany, Garrett, Washington, Montgomery, Anne Arundel, Prince Georges, and Frederick counties and Baltimore City.</p> | <p>FSU programs designed to prepare underrepresented students for postsecondary education at FSU.</p> <p>FSU programs designed to provide academic support for underrepresented high school students from Allegany, Garrett, Washington, Montgomery, Anne Arundel, Prince Georges, and Frederick counties, and the city of Baltimore.</p> | <p>Over the last five years, the grant-based <i>TRiO Upward Bound Program</i> has served 167 participants, and 18% of these self-identified as minorities.</p> <p>FSU's <i>Upward Bound Regional Math/Science Center</i> provided additional academic support for underrepresented high school students from Allegany, Garrett, Frederick and Washington counties and Baltimore City. An average of 71% of program participants currently in high school (45 of 63) self-identified as minorities. Of the 161 participants who graduated from high school during the past five years, 105 (65%) were minorities.</p> |                                                                                                                                 |
| <p><b>FSU 1.4: Increase the number of underrepresented students who transfer to FSU from community colleges.</b></p> <p>a) Continue to expand 2+2 and dual-degree programs with community colleges.</p> <p>b) Continue to establish dual-admission agreements with community colleges.</p>                                                                                                                                                           | <p>The number of transfer students enrolled in FSU from minority groups.</p> <p>The number of dual-degree agreements with community colleges.</p>                                                                                                                                                                                         | <p>In FY 2020, FSU had active articulations with 13 of 16 Maryland community colleges (Source: FSU's Office of Admissions).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Investigate additional methods to ensure the makeup and size of the transfer student class meets the university's goals.</p> |



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|  | <p>The number of dual-admission agreements with community colleges.</p> | <p>Dual-admission agreements are in place with Allegany College of Maryland and Hagerstown Community College. More dual admission agreements with regional and statewide community colleges are expected in the future.</p> |  |
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| 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. |  |
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| <b>FSU's Diversity Goal 2: Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                      |
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| <b>Timeline for meeting FSU Goal 2 is fall 2020; FSU's Diversity Program will be reviewed and updated in AY 2020-2021</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                      |
| <b>Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.</b><br><br><b>Strategies are numbered followed by their Action Priorities.</b>                                                                                                                                                                                                                                                                                                                                                                             | <b>Metrics to measure how progress of each initiative/strategy is being evaluated</b>                  | <b>Data to demonstrate where progress has been achieved / indicators of success</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Areas where continuous improvement is needed</b>                                                                                                                                  |
| <b>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.</b><br><br>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 Centers services.<br><br>b) Implement new programs to enhance student success: Expanding the Academic Success Network scope, Predictive Analytics (PAR), and HelioCampus. | Second-year and six-year graduation rates for underrepresented students at Frostburg State University. | <p>Second-year retention and six-year graduation data generated the following findings: For the fall 2019 cohort of first-time, full-time students, FSU's second-year retention rates for African American students (70%) and minorities (71%) are slightly below the rate for the total student population (74%).</p> <p>The 2019 retention rates for African Americans and minorities only dipped slightly from the fall 2018, which was 72% for African Americans and all minorities.</p> <p>Six-year graduation rates increased over the reporting period for all student groups (cohort year 2013 to cohort year 2014): from 49% to 56% for African American students, from 48% to 53% for all minorities, and from 49% to 52% for all first-time, full-time students, which is an improvement compared no change in overall rate (52%) for all first time full time students.</p> <p>FSU participated 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.</p> <p>EAA establishes aspirational standards for institutions to evaluate</p> | Explore possible reasons for the lower persistence rates, particularly for the minority student population, and devise initiatives to address retention from sophomore year forward. |

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|  |  | <p>and improve academic advising and acknowledge the central role of advising in promoting student learning, success and completion.</p> <p>As a result of the EAA process, FSU is engaged with making a radical makeover of the academic advising model by assigning undergraduates with dual advisors, one a professional and one a faculty member. Many other changes are also underway, such as establishing advising learning goals, formal advisor training, and purchasing a software platform that will enhance the communication among each student's "support" team.</p> |  |
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| <b>FSU's Diversity Goal 3: Enhance the Cultural Diversity of Faculty and Staff</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>Timeline for meeting FSU Goal 3 is 2020; FSU's Diversity Program will be reviewed and updated in AY 2020-2021</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.</b><br><br><b>Strategies are numbered followed by their Action Priorities.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Metrics to measure how progress of each initiative/strategy is being evaluated</b> | <b>Data to demonstrate where progress has been achieved / indicators of success</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Areas where continuous improvement is needed</b>                                                                                                                                                                                                                                                                                                                  |
| <b>FSU 3.1: Expand efforts to attract and retain eminently qualified minority faculty and staff.</b> <p>a) Establish working relationships with doctoral granting HBCUs throughout the United States with similar demographic population and geographic location.</p> <p>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.</p> <p>c) Utilize <b>The REGISTRY</b>, a national database of diverse and strategic candidates seeking ladder-rank employment as faculty members at institutions of higher education.</p> | The number of minority faculty and staff at Frostburg State University.               | <p>The University continues its efforts to increase the number of minority faculty and staff at FSU. As of December 2020, the University's workforce consisted of 904 full and part-time employees (341 faculty; 521 staff members; 42 graduate students).</p> <p>Females are employed at a rate of 54.42% (492) and are represented in 100% of all administrative offices and academic departments.</p> <p>Minorities are employed at a rate of 11.62% and are represented in 28.85% of the University's administrative offices and 75.86% of academic departments. The University's workforce is comprised of Black/African American 5.75% (52), Asian 3.54% (32), Hispanic/Latino 0.66% (6), and Two or more races or unspecified/unknown, NR Alien 1.66 (15). White employees represent 88.38% of the university workforce.</p> <p>Beginning in 2020 all external jobs that qualified as national searches to HigherEdJobs with Diversity and Inclusion packages, which was / has been our best source for diverse candidates back when we looked at our external recruiting sources. HigherEd sends all of our job postings to around 342,000 candidates as part of their Diversity and Inclusion outreach and mailing list.</p> | <p>Recruit continuously, not only when there are openings.</p> <p>Maintain professional networks and make note of potential candidates from underrepresented groups.</p> <p>If possible, build and develop relationships with potential candidates, keeping them in mind for future openings and/or asking them to assist in recruiting from their own networks.</p> |

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| <p>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.</p> <p>e) Implement the annual Development and Leadership Series to provide management training to increase employee advancement and retention.</p> |  | <p>Frostburg's Office of Human Resources was unable to sponsor the annual Employee Development and Leadership Series this year due to COVID-restrictions. The cohort, normally consisting of 12 FSU faculty and staff members, and would meet 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.</p> | <p>Once COVID-19 are lifted, the program will resume, potentially fall 2021.</p> |
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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                                                                                                                                                                                                             |                                                                                |                                                                              |                                              |
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| Timeline for meeting FSU Goal 4 is fall 2020; FSU's Diversity Program will be reviewed and updated and revised in AY 2020-2021                                                                                                                                                                                  |                                                                                |                                                                              |                                              |
| Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:                                                                                                                                                                                     | Metrics to measure how progress of each initiative/strategy is being evaluated | Data to demonstrate where progress has been achieved / indicators of success | Areas where continuous improvement is needed |
| <ul style="list-style-type: none"> <li>• faculty and staff cultural training programs;</li> <li>• curricular initiatives that promote cultural diversity in the classroom; and</li> <li>• co-curricular programming for students</li> </ul> <p>Strategies are numbered followed by their Action Priorities.</p> |                                                                                |                                                                              |                                              |

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| <p><b>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.</b></p> <p>a) FSU's Center for Student Diversity, Equity, and Inclusion: Plan and implement activities designed to reach out to racial identity groups and other marginalized student identity groups to provide guidance and support while providing education and training to the entire campus.</p> | <p>FSU's <i>Center for Student Diversity, Equity, and Inclusion</i> programs and activities designed to reach out to racial identity groups and other marginalized student identity groups to provide guidance and support while providing education and training to the entire campus.</p> | <p>During 2020-2021, the Office for Diversity, Equity and Inclusion worked collaboratively with faculty and staff to:</p> <ul style="list-style-type: none"> <li>• Provide support and leadership development to marginalized student identity groups: African Student Alliance (ASA), Caribbean Student Association (CSA), NAACP, and the gospel choir (UVUGD).</li> <li>• 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). With the increase in the scope of the office, additional support was provided for these organizations by establishing co-advisor positions filled voluntarily by faculty and staff.</li> <li>• To better reach first-year students during the pandemic, the ODEI launched a pilot online program. The online platform titled, <i>Brave &amp; Bold Dialogues™: Diversity, Equity &amp; Inclusion – College Edition</i> created and by prevent. Zone by AliveTek is a one-hour awareness course designed to educate, inspire, prepare, and empower students to have constructive dialogues around the areas of diversity, equity, and inclusion. This program was launched on the FSU campus October 2021. The FSU Social Justice Summit, normally held in the fall semester, was canceled due to the pandemic and safety requirements. In response to student activism, support and guidance was provided for two protest marches/ rally in the City of Frostburg. Additionally, FSU students and employees participated in two BLM marches/rallies and the "Cumberland Pride" march and rally in Cumberland, MD. Transportation was provided for students to attend/ participate.</li> </ul> | <p>To increase the effectiveness of reaching first year students during the 2020-2021 academic year, all first-year students will be required to complete this online program. In addition, all instructors of the ORIE101, Introduction to Higher course will include a DEI presentation, offered by the ODEI in the course syllabus</p> <p>Planning for future retreats will include a training curriculum, dates and times for the training to take place beginning immediately following the retreat. Interested students will commit at the retreat.</p> |
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|  | <p>FSU's <i>Center for Student Diversity, Equity, and Inclusion</i> programs and activities to engage students, faculty, and staff in experiences targeting instruction and training on cultural sensitivity.</p> |  | <p>Utilize the LinkedIn Learning platform to provide DEI training for faculty and staff. Restore the funding to provide to resource for students.<br/>Seek funding to hold a NCBI Leadership Training (TTT)</p> |
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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.

- In 2020-2021 UCDEI, in collaboration with FSU offices, services, and organizations like Brady Health Center, the Career & Professional Development Center, the Center for International Education, Counseling & Psychological Services, Human Resources, the Office of Disabilities Support Services, the Office of Gender Equity, the Office of Student and Community Involvement, Programs Advancing Student Success, the Student Government Association, Student Support Services, the University Police, Residence Life, Veterans Services, FSU Student Organizations, and the greater Frostburg community, consisted of 30 faculty members, staff, and student representations, with students being 50% of the council membership. UCDEI is comprised of four subcommittee groups that meet monthly and which are dedicated to achieving the following goals: 1) To create a welcoming and safe campus climate for students, faculty, and staff; 2) To recruit and retain a culturally-rich population of students, faculty, and staff; 3) To promote mutual respect and freedom of speech through the voicing of concerns in civil discourse; 4) To encourage and support collaborative initiatives and activities; 5) To assure that university policies and procedures are congruent with the above goals; and 6) To utilize the principles and skill sets of the National Coalition Building Institute (NCBI) in fulfilling our mission. Some of the achievements of the council during the 2020-2021 academic year were: a) administering a Campus Climate Survey with follow up focus groups. The results of the survey and focus groups are being referenced in creating a plan to transform the campus to one with an anti-racist focus; b) developing and administering a Safe Zone training for employees and students. There were more than 125 participants in the introductory workshop; 56 of those participants elected to complete the training with additional workshops; c) working with University Advancement, funds have been secured to renovate the "Lincoln School" to develop the FSU Multicultural Center, with a target opening date of fall 2021. Additionally, grant applications have been submitted to acquire additional funding. d) The Brownville Monument dedication service was held on August 25, 2020. Continued efforts to acknowledge the legacy of Brownsville are in progress. e) to expand opportunities for dialogue in the face of limited in-person opportunities, the council joined the Office of Civic Engagement in offering weekly "Times Talk" session. Participants were to read a recommended article and engage in dialogue around the topic which alternated around civic engagement and DEI.

UCDEI will continue to develop plans for the Multicultural Center, including developing a plan for the inside space and a communication plan. UCDEI will also follow-up on plans to improve the first-year experience for students.

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| <p>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.</p> | <p><i>Office of Gender Equity</i> 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.</p> | <p>FSU established the <i>Office of Gender Equity</i> in 2016 as the institutional body in charge of providing leadership to promote, sustain, and advance a campus climate free of gender-based harassment and violence. The office has been actively engaged in implementing its mission by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Assessing student perceptions and experiences of gender-based harassment and violence through the biennial <i>Campus Climate Survey</i>. 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.</li> <li>• Providing recommendations in light of State and Federal expectations and best practices.</li> </ul> | <p>Allocation of sufficient resources for sustainable prevention, response, outreach, and compliance.</p> |
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| <p>d) Plan and implement activities to prevent gender-based harassment, sexual violence, intimate-partner violence, and stalking based on research and best-practice information.</p> | <p>Programs planned and implemented to prevent gender-based harassment, sexual violence, intimate-partner violence, and stalking based on research and best-practice information.</p> | <p>In 2016, FSU restructured the previously existing President's Advisory Council Against Gender Based Violence (PACAGBV) into the current FSU's Gender-Based Harassment and Elimination Task Force (G-BHAVE). In 2019, G-BHAVE was merged into the Campus Climate Subcommittee of the University's Council for Diversity, Equity and Inclusion. The purpose of restructuring the organization and unifying it under the work of UCDEI 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. All first-time students were required to complete Sexual Assault Prevention for Undergrads; 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.</p> <p>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.</p> <p>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.</p> |  |
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| <p>e) Develop inter-institutional academic opportunities and institutional curricular programs for students, faculty, and staff designed to ensure equal participation in educational opportunities and encourage collaboration in activities designed to highlight the study of social issues and their relationship with underrepresented groups globally.</p> <p>f) Sustain the University's curricular programs designed to promote the understanding of cultural diversity.</p> | <p>Partnerships with other institutions in the University System of Maryland to increase the number of underrepresented minorities pursuing graduate school.</p> <p>The University's curricular programs that promote the understanding of cultural diversity</p> | <p>FSU's partnership with the University of Maryland College Park, TRiO Academic Achievement Program's McNair Scholars has enrolled 86 students since its inception, in 1991 with 35% of the participants being males. The six-year graduation rate for these students has been nearly 100%. The 2020-2021 cohort included five students, one African American and American Indian female and one African American male.</p> <p><i>Identity and Difference courses in the General Education Program (GEP):</i> The Identity and Difference category in the GEP offers students multiple course options to gain insight into the ways cultural identities and experiences shape individual perspectives of the world and influence interactions with people from different backgrounds.</p> <p><i>The African American Studies Program and the Women's Studies Program,</i> through courses in the GEP, provide students with opportunities to explore elements of the world and U.S. History which are often overlooked by developing an understanding of the rich and complex African and African American heritage, and the impact of women and gender in a diverse society, respectively. The two programs also collaborate with other institutional structures to offer events for students, faculty, and staff to highlight social issues and their relationship with these underrepresented groups globally.</p> | <p>Identify funding to support FSU students' participation in activities hosted at partner institutions.</p> <p>Continue to host McNair recruitment sessions at FSU</p> |
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**FSU's Diversity Goal 5: Promote the Understanding of International Cultures**

**Timeline for meeting Goal 5 is fall 2020 : FSU's Diversity Program will be reviewed and updated in AY 2020-2021**

| <p>Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:</p> <ul style="list-style-type: none"> <li>• faculty and staff cultural training programs;</li> <li>• curricular initiatives that promote cultural diversity in the classroom; and</li> <li>• co-curricular programming for students</li> </ul> <p>Strategies are numbered followed by their Action Priorities.</p> | <p>Metrics to measure how progress of each initiative/strategy is being evaluated</p>                                                                                       | <p>Data to demonstrate where progress has been achieved /indicators of success</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Areas where continuous improvement is needed</p> |
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| <p><b>FSU 5.1: Increase the number of international students attending Frostburg State University</b></p> <p>a) Actively recruit international students overseas and throughout the United States.</p> <p>b) Increase the number of exchange partners to increase the diversity of international students.</p>                                                                                                                                     | <p>The number of J1 and F1 students enrolled at Frostburg State University.</p> <p>The number of exchange partners to increase the diversity of international students.</p> | <p>The CIE works with all academic departments across campus to ensure a continued growth in international diversity. 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 2020, FSU enrolled 401 international students (up from 285 in spring 2019), including 395 degree- seeking students (up from 275 in spring 2019).</p> <p>The CIE conducted a student survey to determine where FSU want to study abroad. The data from the survey results will assist the CIE with determining which countries and universities to consider for new exchange partnerships. During the current academic year, the CIE is already working with universities in Australia. In the previous year, the CIE had added one additional exchange partner—NEOMA School of Business in Paris, France. Students from the NEOMA School of Business have already been attending FSU as the CIE continues to recruit FSU students to study abroad at the host university.</p> |                                                     |

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| <p>c) Develop cooperative-degree programs with overseas partner universities, with the expectation of bringing a large number of international transfer students to earn a degree from FSU.</p> <p><b>FSU 5.2: Develop programs and organizations to promote students' intercultural understanding and diversity awareness through experiential exposure to global topics.</b></p> <p>a) Plan and implement student abroad programs conducted or sponsored by the university.</p> | <p>The number of cooperative-degree programs with overseas partner universities.</p> <p>The presence of study abroad opportunities for students and the level of participation in those programs</p> | <p>In 2019/20, FSU continued to build upon two established cooperative-degree programs at the undergraduate and graduate levels with universities in China and: · FSU continues to negotiate on a cooperative-degree program with Henan University of Economics and Law in China. The College of Business and the CIE have a formal draft agreement with HUEL and we expect students to begin transfer to FSU within the next academic year. The CIE expects to enroll 25-50 students from this new partner during the 2021/22 academic year.</p> <p>During the academic year 2019/20, 40 FSU students participated in study abroad programs conducted or sponsored by the university. Originally 47 students were planning to study abroad; however, seven students withdrew due to the pandemic. These students were able to bring a wealth of experiences back to their classes and perhaps changed their outlook on the world.</p> | <p>Assess the effectiveness of cooperative-degree programs as a recruitment strategy for international students and evaluate its impact on sustaining international education at FSU.</p> |
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| <p>b) Plan and implement recruitment activities for students to study abroad.</p>                                                                                                                                                                                                                                                                             | <p>The presence of recruitment activities designed to encourage students to participate in study abroad.</p> | <p>To encourage students to study abroad, the CIE engaged in the following recruitment activities in FY 2020:</p> <ul style="list-style-type: none"> <li>• Conducted classroom visits</li> <li>• Hosted bi-annual study abroad and international fairs</li> <li>• Planned bi-weekly information sessions with prospective and former study abroad students to share experiences</li> <li>• Held information tables in the Lane University Center</li> <li>• Provided presentations to multiple Greek organizations</li> <li>• 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.</li> </ul> | <p>CIE will continue to evaluate the effectiveness of <i>Horizons</i>, as a software system to track applications of students interested in studying abroad, and assess its impact on meeting the CIE goals.</p>                                                                                 |
| <p>c) Design and implement student abroad opportunities for students led by faculty members.</p>                                                                                                                                                                                                                                                              | <p>The presence of faculty led study abroad opportunities for students</p>                                   | <p>As mentioned above, the CIE had recruited four FSU faculty to lead students on faculty-led experiences. Unfortunately, the trips were canceled due to the pandemic.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                  |
| <p>d) Sustain the University President's Leadership Circle<br/>As an institutional program designed to provide students with opportunities to represent the university at key events, participate in intercultural experiences, and travel abroad to be part of cultural projects engaging exploited populations in different countries around the world.</p> | <p>Presence of international experience for student members of the President's Leadership Circle.</p>        | <p>The students in the President's Leadership Circle did not participate in a service-learning trip to Uganda this year due to COVID-19 and funding. The circle continues to meet with the President, Dr. Travis and other special guest. There will be an Around the World program with food from various areas in the world that include Spain, Germany, Kenya, Italy and Australia. Some of the PLC members have aided in the planning of the event.</p>                                                                                                                                                                                                                                                     | <p>Promote a more consistent use of the University's Leadership Competency Model to assess the student learning outcomes of the experiential learning opportunities provided to the PLC members. Provide a direct source of funding to continue the international, intercultural experience.</p> |

**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).



**SALISBURY UNIVERSITY**

2020-2021  
Institutional Programs of Cultural Diversity  
Annual Progress Report



Institution: Salisbury University  
Date Submitted: April 2021

Point of Contact: Joan Williams,  
Chief Diversity Officer and  
Associate Vice President of Diversity and  
Inclusion; [jjwilliams@salisbury.edu](mailto:jjwilliams@salisbury.edu)

## **Salisbury University (SU) Description of Diversity**

The following is the SU Diversity Statement. “Diversity and inclusion are core values of Salisbury University. A diverse and inclusive campus community brings irreplaceable value to our educational experience and work environment, and strengthens us all. Diversity encompasses more dimensions than just the legally protected categories. All people have talent and potential that are spread across communities and groups, locally and globally. Inclusion means creating an environment of respect, connection and involvement among people with different experiences and perspectives. We strive to create a truly diverse and inclusive environment where the richness of ideas, backgrounds and perspectives of our community is harnessed to create value for our institution, today and in the future.”

This statement was adopted in 2015 when the SU Shared Governance’s Cultural Diversity and Inclusion Consortium Committee (CD&ICC) was reconstituted. The CD&ICC is comprised of diverse stakeholders from across campus who represent various constituent groups. The purpose of the committee is to assist campus leadership in weaving the diversity strategy throughout the University through providing advice, monitoring the campus climate as it relates to diversity, inclusion and equity, advocating for diversity and inclusion throughout the institution, advising on the recruitment and retention of a diverse faculty, staff and student body, developing programs and initiatives to promote the University’s diversity goals and support community members, building networks to support the diversity mission, monitoring implementation of diversity goals of the Strategic Plan, and assessing progress and setting goals for improvement.

The CD&ICC allowed for a collaborative process to be used in creating the diversity statement that provided the opportunity for various campus stakeholders representing constituent groups to have input in the development of a campus statement; the statement was recommended to the President in 2015 for adoption. The committee created a digital working document to develop the key themes that committee members felt captured the comprehensive perspective that represents diversity at SU.

The SU Office of Diversity and Inclusion added the following definition to it’s webpage for further guidance. This definition was developed after research and guidance from the SU Diversity Statement. “Diversity refers to the variety of personal experiences, values and world views that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, socioeconomic status, geographic region and more.”

**Highlight of the *most successful* ongoing and new institutional initiatives designed to address issues related to cultural diversity within the campus and the broader community, and how their efficacy is measured.**

In 2019, Salisbury University Office of Institutional Equity established a Campus Climate Study Workgroup. The group's work included acquiring an external consulting company, Rankin and Associates to conduct a campus-wide study of the campus climate. The company conducted focus groups and a campus-wide survey in spring 2020. Rankin and Associates presented a report of the findings in October 2020. December 2020 President Wight implemented a Campus Climate Study Implementation Committee comprised of members representing Shared Governance constituent groups. The committee was charged with reviewing the report for recommendations that could be implemented immediately. The committee recommended 18 actions to be considered for immediate implementation in April 2021 that were directly tied to information from the Campus Climate Study Report. Metrics will be developed for the recommendations.

In support of a major objective in the Salisbury University's Strategic Plan, the Provost's Office has worked with a variety of stakeholders on a draft plan to recruit and retain diverse faculty in tenure-track positions. The plan is based on best practices and details planned activities from initial position justification, to recruitment, selection and hiring, onboarding, professional development and mentoring, preparing for tenure and promotion and post-tenure growth and success. This project has benefitted from the expertise available through Maryland's [AGEP Promise Academy Alliance](#). Measures of efficacy will include number of faculty from under-represented groups hired into tenure-track positions, improvement in faculty retention, and, ultimately, increases in enrollment and retention of students from historically minoritized populations.

Multicultural Student Services continues to operate the Powerful Connections pre-orientation and transition program for multicultural students to assist with recruitment, retention and creating a sense of belonging for students participating in the program. The program matches upper class students with first-time freshmen from diverse backgrounds to assist in the transition to college. Efficacy has been based on first-year retention data along with annual surveys of the program. The program has recently expanded to include collaborations with TRIO and the Disability Resource Center.

May 2020, SU hired a Chief Diversity Officer (CDO) and Associate Vice President to lead strategic diversity efforts. Fall 2020 the CDO implemented campus-wide diversity training for employees and students to establish a baseline of common knowledge to build upon to assist in educating the campus community around topics to create a more inclusive campus environment. All employees took two courses, *Diversity in the Modern Workplace* and *Managing Bias* and Supervisors took an additional course, *Accommodating Disabilities*. 100 percent of employees completed the training. All new students will be required to complete diversity training starting in fall 2021. Efficacy will

be measured through surveys regarding campus climate. Student training is still in progress until April 21, 2021.

**Ways in which the institution anticipates COVID-19 most affecting – either negatively or positively – efforts to enhance diversity on campus.**

Part of the preparation for COVID-19 included establishing and COVID-19 Inclusive Excellence Committee. The committee included members from various constituent groups, including students and administrators. The committee identified potential challenges to maintaining inclusive excellence during the pandemic and made recommendations, including establishing an COVID-19 Inclusive Excellence Statement that was included in the training for all employees and students. We believe the pandemic will have a disproportionate negative impact on students of color due to the economic challenges it created. We believe this will result in decreased enrollment from traditionally under-represented populations. We believe that distance education has created greater inequities in various ways that will impact our retention of first year students of color.

Due to Zoom fatigue, it has been more difficult to attract students to attend voluntary diversity programming. Diversity programming has continued to be offered for the community and the campus, especially around the Cultural Heritage Months. The pandemic created restrictions for student organizations to convene, which has impeded engagement during this academic year. This lack of engagement this year is predicted to yield challenges in reconvening student organizations and their operations next academic year. The pandemic will also impact negatively the college-readiness of new students of color, as well as increase their anxiety towards entering college, especially for first generation students.

**TOWSON UNIVERSITY**

## 2020-2021 Institutional Programs of Cultural Diversity Annual Progress Report

Towson University

Submitted April 12, 2021

Point of Contact: Dr Leah Cox, Vice President of Inclusion & Institutional Equity. [lcox@towson.edu](mailto:lcox@towson.edu)

### **Institutional Programs of Cultural Diversity Annual Progress Report – Towson University**

#### **I. Definition of Diversity**

Towson University (TU) has historically measured its diversity using key demographic data such as race, gender, ethnicity, sexual identity, gender identity, gender expression, religion, national origin, ability, political affiliation, military or veteran status, and socioeconomic background. The institution has also recognized the difference in beliefs; values and ideologies contribute to the greater concept of diversity.

For purposes of moving the institution in a more strategic and inclusive direction, we rely on a common understanding that diversity is variety or difference within a collective. It is not an individual characteristic: A person is not diverse, but a group, team, office, community, or other collective can be diverse. While many may define diversity by race, it is crucial to acknowledge a more complex view of the wide range of variety in our campus community, which should be more inclusive and not limited to any one specific identity.

The [plan for a More Inclusive TU](#) relies on the shared understanding that diversity, equity, and inclusion are related terms, but they are not interchangeable. Equity refers to fairness in access, treatment, and opportunity. Equity is not the same as equality. Equity requires that we regularly examine what supports and resources our diverse communities and populations need to have opportunities to achieve our stated goals and outcomes.

In order for TU to achieve its mission for more inclusion, we must actively address and encourage the participation and contributions of all members of a community. Inclusion is not an automatic result of diversity.

TU continues to strive to be the most diverse institution in the Maryland system. It also recognizes that it must also include in this goal the mission to become equitable and inclusive so that all members of our community can thrive.

#### **II. Successful Ongoing & New Institutional Initiatives**

In the past year, TU has responded promptly and intentionally to the wide range of current events that led to heightened attention to diversity, equity, inclusion, antiracism, and social justice. Before the senseless and violent deaths of Ahmaud Arbery, Breonna Taylor, George Floyd, and countless others, TU had already prioritized building our capacity and skills at engaging in necessary and challenging conversations around diversity, equity, and inclusion and systemic and structural inequities, including systemic racism. Since 2020, every new employee receives this information within one month of their start at TU. Last summer we welcomed our inaugural hate and bias coordinator who is proactively meeting with groups and providing education and support where they're most needed.

The [Office of Inclusion and Institutional Equity \(OIIE\)](#) is nearing completion of its preliminary goal to engage with every Division and College across TU on foundational concepts—diversity, equity, inclusion, cultural competency, unconscious bias—as well as highlighting the skills our campus needs to further develop to increase our capacity for necessary and challenging conversations.

TU continues to expand the scope and reach of [Dialogue@TU](mailto:Dialogue@TU) to engage more of our campus on necessary and uncomfortable conversations about our identities, their intersections, and systems and structures of power. This work is already paying off through several new opportunities:

- College Deans, chairs, and faculty: we are engaging faculty at the department and college level in ongoing dialogues on race, de-centering whiteness, and structural racism.
- Senior leadership: education and training on structural racism and implicit bias.
- Virtual dialogue spaces: in response to the past year of current events of anti-Black and anti-Asian racism, we began offering virtual, race-alike affinity spaces for students, staff, and faculty to come together in support, community, healing, reflection, education, and action.
- We also launched a series of directed discussion groups that will continue into the fall, linked with some of the many useful books, podcasts, and other readings tied to critically examining whiteness, systemic racism, and engaging with anti-racism.
- We have begun to transform the hiring process for faculty and staff by incorporating education on de-biasing the search process and relying on trained inclusion advocates to support each faculty search.
- TRHT: Last summer a team from TU was selected to attend AAC&U's Truth, Racial Healing & Transformation (TRHT) Campus Centers Institute. The TRHT framework relies on racial healing circles, which involve many of the same skills involved in dialogue.
- TU's BTU Presidential Priority continues to strengthen connections with local communities and organizations, further strengthening TU's role as an anchor institution for the Baltimore metropolitan area. Most recently, BTU hosted a discussion on the history of gentrification in Baltimore City.

### III. Effects of COVID-19

When the institution was forced to reconsider our approach to learning and programs due to COVID-19, it became extremely important to pivot how we planned and approached the continuance of DEI work at TU.

While it was important to continue fulfilling the mission of the institution, the transition exposed the inequities among students, faculty, and employees at all levels. We were pushed to recognize and address as many inequities as possible, and to find strategies and solutions. The most prominent reoccurring issues experienced during COVID-19 were:

- Our women, transgender, and gender diverse students, experienced higher levels of stress, anxiety, and need for emotional support. The inability to form a community, to live in a supportive environment, and the ability to access mental health services regularly highlighted the inequities these students experienced. It also suggested the need for additional services and programs on our campus.
- Our Black, multiracial, and Asian students experienced emotional distress during the time of social unrest related to anti-black and anti-Asian violence.
- The financial burdens experienced by our students and their families forced the university to consider how to address food insecurities, student loss of campus employment, and the disparities created because of the socioeconomic status of their families.
- Freshman and transfer students who chose not to live on campus have not gained a sense of community.
- Disabled students struggled in multiple ways to receive accommodations, having never identified or registered with the [Office of Accessibility and Disability Services \(ADS\)](#). Specialists attempted to address student need for support and student success. These students also suffered emotional and mental health issues that required specialized counseling support.
- The difficulties of our students who also were managing families during the pandemic. It reminded all of us that our students are diverse and have different needs. One size does not fit all.

The pandemic also allowed us to reach out to provide [education, training, and dialogue](#) to faculty and staff members of the community that had not taken part in the past.



- Provision of multiple instructional and information videos on ally ship, addressing stereotypes during COVID-19, the development of faculty resources, and policies.
- Attendance of faculty and staff at multiple DEI programs, activities, and trainings that were accessible with zoom.
- Providing training and education to faculty on inclusive online teaching practices that address inequities in technology access, unconscious bias involving camera usage, as well as issues of discrimination, harassment, and microaggressions experienced by our students in virtual learning spaces.
- Our faculty are learning to provide culturally competent advising, heightening their attentiveness and care to the lived experiences of their diverse students. Many of the disparities that existed before are now more visible. Understanding how the structural and socioeconomic status of our students can affect their ability to be successful. Many of the faculty requested and engaged in workshops, trainings, and book groups, to understand beyond their own privilege.

#### **IV. Appendix**

See the attached document containing TU's diversity strategic plan, A More Inclusive TU: Advancing Equity and Diversity (2020–25).



# A MORE **INCLUSIVE** TU

*Advancing Equity and Diversity*

Diversity Strategic Plan

2020–25

**TU** TOWSON  
UNIVERSITY

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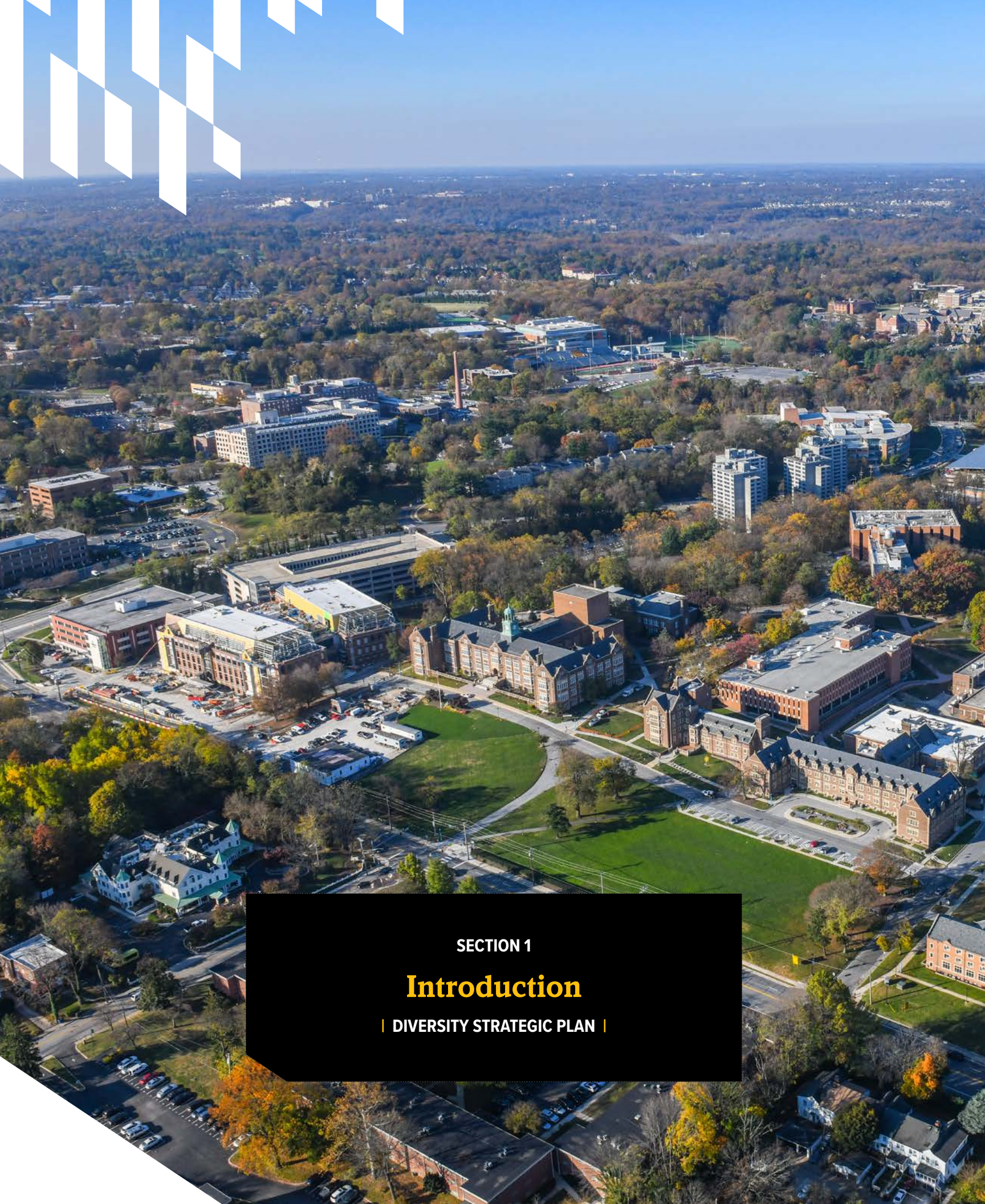
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## SECTION 1

# Introduction

| DIVERSITY STRATEGIC PLAN |



## Our Pledge

### To All Members of the Towson University Community:

We are pleased to share the strategic plan for diversity and inclusion. This plan provides a critical piece of the roadmap for the future of Towson University as we enter our 155th year. The completion of this plan has taken place during a time where the nation is addressing and focusing on the issues of institutional and systemic racism, inequality and social justice using an anti-racist lens. This plan is designed to meet TU's aspiration to become a more inclusive and equitable institution of distinction.

We know and are proud of the fact that TU is already one of the most diverse higher education institutions in the nation and is staunchly committed to building an inclusive, equitable and diverse campus community. Since 2016, diversity, equity and inclusion have been at the forefront of our mission as we strive to become an institution of inclusive excellence.

This plan, *A More Inclusive TU: Advancing Equity and Diversity*, represents the next phase in our pursuit of being recognized as a distinguished public institution that advances equitable access, inclusive learning and engagement in a diverse community. The goals outlined in this document, along with our vision and collective voice for change, will provide a pathway to achieving this goal. This plan is consistent with our university-wide strategic plan, building upon our most important goals.

It should be acknowledged that this plan does not represent the sum total of all that we are and all that we need to do or will do. Conversations with more than 250 members of the campus revealed the numerous programs, activities, initiatives and efforts already underway that are shaping and changing TU. These conversations also revealed the need to continue to address and remove structural inequities. In order to focus our efforts and resource them appropriately, we have limited the number of initiatives, programs and efforts elevated herein. The goal of this plan builds upon the investments and intentions made by many members of the campus to create positive change.

Lastly, as a community we must hold ourselves accountable for the change we seek to realize. We will assess our progress, adjust to the results, listen to new ideas and continue to facilitate frank conversations about issues on our campus.

Thank you for working to create a more inclusive and equitable Towson University.



Leah Cox, Ph.D.

*Vice President, Inclusion  
and Institutional Equity*



Kim Schatzel, Ph.D.

*President*

## Welcome to TU

Towson University is one of the most diverse higher education institutions in the nation. TU is staunchly committed to building a campus community that embraces a wide spectrum of human and academic experiences. With that in mind, Towson University is **intentionally engaged** in proactively transforming the culture and climate of the university to reflect the changing society in which we study, live and work.

This strategic plan is grounded firmly in the belief that **TU's ongoing success is dependent on our capacity to shift perspectives and approaches and strategically place diversity, equity and inclusion at the core of our mission** through academic programs and environment, leadership and mentoring, community engagement, day-to-day decision-making, interpersonal relationships, collaborations and organizational culture. This document, *A More Inclusive TU: Advancing Equity and Diversity*, seeks to advance Towson University as a nationally recognized leader in diversity, equity and inclusion within the higher education sector. The success of this plan requires every member of our community to actively contribute in its implementation.

Towson University has historically measured its diversity using key demographic data such as race, gender, ethnicity, sexual identity, gender identity, gender expression, religion, national origin, ability, political affiliation, military or veteran status and socioeconomic background. We also recognize that differences in beliefs, values and ideologies are a part of the greater concept of diversity. Focusing solely on diversity doesn't acknowledge the importance of an equitable, inclusive

and supportive environment where historically marginalized, underrepresented and underserved members of our community can succeed. It is imperative we make an intentional commitment to explore and support new strategies that will enable every member of the TU community to thrive and reach their fullest potential.

The Diversity Strategic Plan Task Force ("task force") convened in December 2018 and was charged with articulating recommendations to President Kim Schatzel for a bold vision and implementation plan for diversity, equity and inclusion at TU over the next five years. The eight Presidential Priorities<sup>1</sup>, the university's Diversity Initiatives Progress Report<sup>2</sup> and this document build a comprehensive strategy for inclusive excellence at TU and are a collective outgrowth of the president's core values, strategic diversity actions and deep commitment to inclusion and equity. The Towson University of today is not the Towson State College of years ago. TU is poised and equipped to take on this opportunity to implement a bold strategic plan to create a more diverse, equitable and inclusive institution where all feel welcome, valued and supported to succeed.

<sup>1</sup> <https://www.towson.edu/about/administration/president/priorities/>

<sup>2</sup> <https://www.towson.edu/inclusionequity/diversity/diversity-progress.html>



## Our Vision

This document provides a vision for the institution that clearly and deliberately maps a progressive plan that advances inclusive excellence while implementing and maintaining a focus on equity. We clarify our working definitions of **inclusive excellence** and TU's **equity toolkit** along with our other key terms: **diversity**, **equity** and **inclusion**.

We can't assume nor expect all members of our community to understand our institution's history or make sense of it in the same way. In fact, we recognize reconciliation is an ongoing process and must acknowledge a diversity of perspectives on and lived experiences with any singular moment in time. In developing this five-year strategic plan, the Towson University leadership looks to strengthen its commitment to diversity, equity and inclusion across our institution while also acknowledging that this work has its roots in a past rich with complex stories of success, pain, accomplishment, struggle and, ultimately, hope that TU will continue to move forward with a reconciled and more inclusive history.

This report presents information on the current state of Towson University in terms of diversity, equity and inclusion and puts forth recommendations based on quantitative and qualitative data from constituents across the institution. The development of the plan was informed by an inclusive strategic planning process.<sup>3</sup> Over a 15-month period the task force engaged hundreds of students, staff, faculty, alumni and community partners.

We convened working groups, held campus forums, provided presentations and asked participants to share, both in person and online, their ideas and dreams for TU's mission and strategic priorities related to diversity, equity and inclusion.

A number of other system and campus initiatives and reports complemented the task force's work, including TU's overall Strategic Planning process; the Middle States Commission on Higher Education Self Study process at TU and innovative initiatives such as the one created with a \$1 million grant from the Howard Hughes Medical Institute spearheaded by Jess & Mildred Fisher College of Science & Mathematics faculty Laura Gough and Matthew Hemm.

We referred to the work of other institutions of higher education<sup>4</sup>, leading organizations in equity and inclusion metrics, prominent scholars in the field of diversity in higher education and reports produced by such entities as the American Council on Education, the Harvard Business Review and the Race and Equity Center at The University of Southern California.

<sup>3</sup> Williams, D. A. (2013). Strategic Diversity Leadership. Sterling, VA: Stylus.

<sup>4</sup> We reviewed and benefitted from comparable plans from the University of California, Davis; University of North Carolina and Virginia Commonwealth University among others.

“This work has its roots in a past rich with complex stories of success, pain, accomplishment, struggle and, ultimately, hope that TU will continue to move forward with a reconciled and more inclusive history.”

TABLE 1 / KEY EVENTS TIMELINE

|         |            |                                                                                                                                                                                                       |
|---------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2018    | SEPT.      | <ul style="list-style-type: none"><li>• Invitations from university president to serve on More Inclusive TU: Diversity Strategic Plan Task Force</li><li>• Charge letter and goals provided</li></ul> |
|         | OCT.       | <ul style="list-style-type: none"><li>• Planning and readiness launch of task force</li></ul>                                                                                                         |
|         | DEC.       | <ul style="list-style-type: none"><li>• First monthly meeting of the task force</li></ul>                                                                                                             |
| 2019    | MAR.–SEPT. | <ul style="list-style-type: none"><li>• Data collection across the community</li></ul>                                                                                                                |
|         | SEPT.–OCT. | <ul style="list-style-type: none"><li>• Data analysis and coding</li></ul>                                                                                                                            |
|         | DEC.       | <ul style="list-style-type: none"><li>• Task force working meeting 2020</li></ul>                                                                                                                     |
| 2020    | JAN.       | <ul style="list-style-type: none"><li>• Task force meeting—first draft compiled</li></ul>                                                                                                             |
|         | FEB.       | <ul style="list-style-type: none"><li>• Draft presented to the task force, vetted and revised</li></ul>                                                                                               |
|         | MAR.       | <ul style="list-style-type: none"><li>• Draft presented to the university president and provost</li></ul>                                                                                             |
|         | APR.       | <ul style="list-style-type: none"><li>• Final revisions</li></ul>                                                                                                                                     |
| ONGOING |            | <ul style="list-style-type: none"><li>• Track and assess progress</li></ul>                                                                                                                           |



KEEP  
IN MIND

Please visit the plan's companion website, <https://www.towson.edu/inclusionequity/diversity-strategic-plan.html>, for additional resources, appendices, progress reports and other updates and an online feedback form. We also welcome your feedback at [inclusion@towson.edu](mailto:inclusion@towson.edu)





“

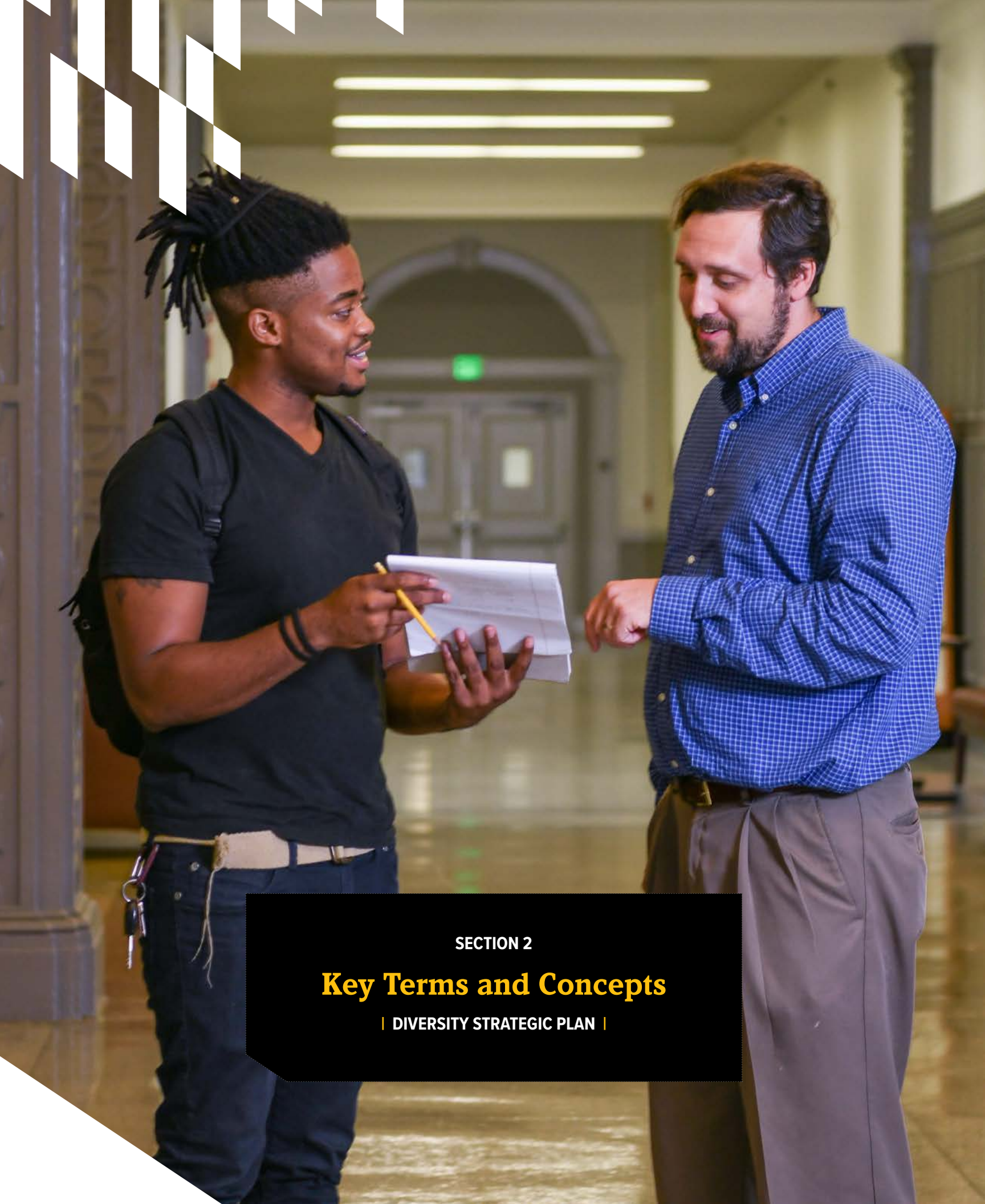
**TU is not stuck and is moving forward. I think the past at Towson University is what is helping to propel us forward.**

ASIAN FACULTY &  
STAFF ASSOCIATION  
FOCUS GROUP

## Our Plan

The publication of this plan marks the end to an envisioning process and begins the incremental implementation of this important work that will assure lasting change. Only by **engaging** at college, department and unit levels can strategies be prioritized, translated or adapted into relevant and consequential activities. The implementation of this plan is dynamic and will continually evolve; data will be reviewed each year to support decision-making and organizational change. The plan provides **actionable timelines**, **responsible parties** and **metrics** to help assess our advancement of diversity, equity and inclusion in the short and long term.





## SECTION 2

# Key Terms and Concepts

| DIVERSITY STRATEGIC PLAN |

## Key Terms

### Diversity

Diversity is variety or difference within a collective. It is not an individual characteristic: A person is not diverse, but a group, team, office, community or other collective can be diverse.

While discussions around diversity often focus on race, it is crucial to consistently take a fuller and more complex view of the wide range of variety in our campus community, including but not limited to:

- Ability status
- Age
- Ancestry
- Body size
- Citizenship status
- Economic status
- Educational status
- Employment status
- Ethnicity
- Food security
- Gender identity
- Gender expression
- Housing security
- Incarceration experience
- Language
- Marital/partnership status
- Military/veteran status
- National origin
- Neurodiversity
- Political affiliation
- Pregnancy/reproductive status
- Race/racial identity
- Religious affiliation/spiritual practice
- Sex assigned at birth
- Sexual identity



**KEEP  
IN MIND**

This plan relies on a common understanding that diversity, equity and inclusion are related terms, but they are not interchangeable. One of the foundations for the success of this plan is for the TU community to consistently and accurately use and distinguish between them.

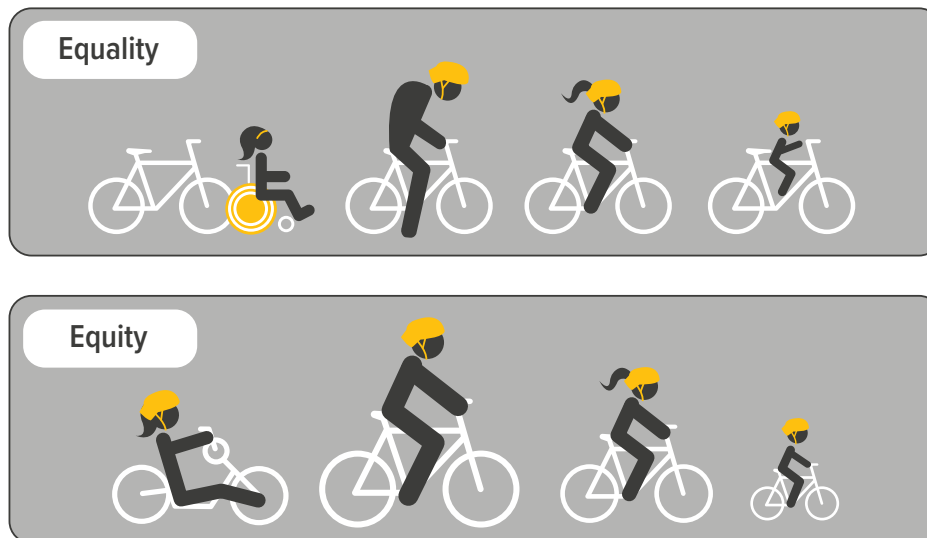


## Equity

Equity refers to fairness in access, treatment and opportunity. Equity is NOT the same as equality.

Equality implies sameness, two or more members of a community being identical or having identical identities, cultures and experiences. Equity requires we regularly examine what supports and resources our diverse communities and populations need to have the opportunity to achieve our stated goals and outcomes (SEE FIGURE 1). Ongoing efforts to strive for equity may, in fact, appear to some as treating people or groups differently. Putting equity into practice requires a shift of perspective from an external focus on individuals and communities (achievement gap) to an internal focus on our institution and its policies, practices and programs (opportunity gap).

FIGURE 1 / DISTINGUISHING BETWEEN EQUALITY AND EQUITY (COURTESY OF THE ROBERT WOOD JOHNSON FOUNDATION)<sup>5</sup>



“

I have worked here for 11 years, and we have a long way to go, but I also see TU working hard and am encouraged by that. I see the change in students.

STAFF/FACULTY FOCUS  
GROUP ON RETENTION

<sup>5</sup> <https://www.rwjf.org/en/library/infographics/visualizing-health-equity.html>

## Inclusion

Inclusion refers to active participation and contribution by all members of a community and is NOT an automatic result of diversity.

A department, organization, college, team, division or other unit may be diverse while still not necessarily fostering inclusion, as depicted in **FIGURE 2** below.

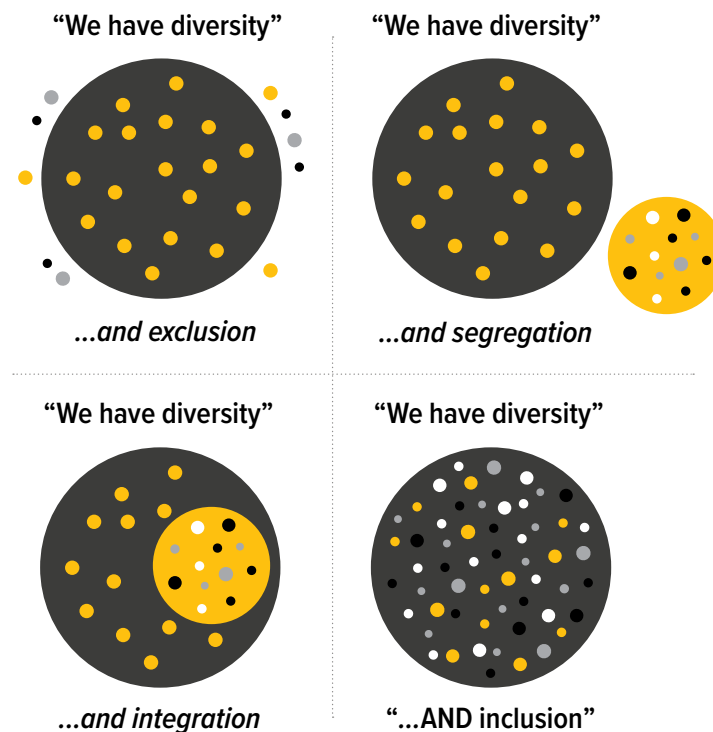
It is crucial to distinguish between and accurately use our key terms of diversity, equity and inclusion. Remembering these terms and ideas are different means we need to regularly assess whether all of them have been achieved at every level (e.g., team, organization, department, unit, college, division). The simultaneous presence of all three fosters a TU culture grounded in belonging and fairness (**SEE FIGURE 3**).



**KEEP  
IN MIND**

**Having diversity does  
not guarantee also  
having inclusion.**

**FIGURE 2 / THE PRESENCE OF DIVERSITY DOES NOT GUARANTEE THE PRESENCE OF INCLUSION.**



## Inclusive Excellence

Inclusive excellence is often defined as a range of concepts ranging from a mindset, to a planning process, to a framework, to a goal, to a vision.

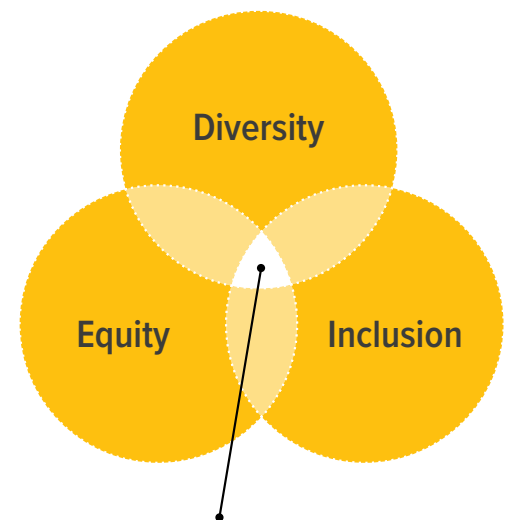
In prioritizing it as a central component of this plan, we needed to start with its core definition as used within higher education and then adapt it to TU's specific needs and vision. The Association of American Colleges and Universities (AACU) change model for inclusive excellence<sup>6</sup> proposes four primary elements:

- **Focus on student intellectual and social development**
- **Purposeful development and utilization of resources to enhance student learning**
- **Attention to cultural difference**
- **Welcoming community**

Their newly released vision statement of excellence in undergraduate education is grounded specifically in equity and inclusion and stresses two priorities: 1) *the what and why* of undergraduate learning and 2) the importance of helping *all* students achieve those. Inclusive excellence takes direct aim at educational disparities and patterns of systemic disadvantage—especially those resulting from historical and contemporary effects of racism.<sup>7</sup>

Our commitment to inclusive excellence does not focus solely on outcomes but also the process, which must be highly collaborative and equipped to engage thoughtfully and respectfully in challenging conversations.

**FIGURE 3 / STRIVING FOR DIVERSITY, EQUITY AND INCLUSION**



### **Belonging:**

Our community engages each member's full potential, creativity, innovation and resilience thrive and our beliefs and values are integrated.

<sup>6</sup> Williams, D. A., Berger, J. B., & McClendon, S. A. (2005). *Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions*. Washington, DC: Association of American Colleges and Universities.

<sup>7</sup> Association of American Colleges and Universities. (2020). *What Liberal Education Looks Like: What it is, Who it's for, & Where it Happens*. Washington, DC.

## Equity Toolkit

TU's equity toolkit is a collection of resources and guides for calling attention to patterns of inequity linked to one or more social identity markers.

Think of social identity markers as the conscious and unconscious ways we view each other with perceived or actual status based on the wide range of diversity. This toolkit should be applied in many ways at the institution:

- **Communities and cultures (groups, networks, traditions)**
- **Climate (classroom, academic department, division/department/unit)**
- **Mission (teaching, research and scholarship, outreach)**
- **Policies, practices, procedures**
- **Collaborations with internal and external constituencies**

TU's equity toolkit is a foundational resource for implementing this plan. It recognizes that everyone does not have access to the same opportunities, and it is important to identify and address inequities by removing systemic barriers and accommodating differences. The ultimate goal of the toolkit is to support an intentional, university-wide process where each division, college, department or unit can embark upon an ongoing process that identifies new opportunities to support TU's transformation to a campus community where people from diverse backgrounds can participate fully, thrive and contribute at TU. The implementation process typically begins from a university-wide foundation of guiding/reflection questions followed by additional prompts specific to any office, department, division or other area of work within the university. In early stages, consider the following as a guide:

- **What is the current norm, practice or tradition?**
- **Whose interests are being served? Whose interests are being underserved?**
- **Which individuals or groups are currently equipped and empowered to make decisions?**
- **What assumptions need to be critically re-examined?**
- **What mechanisms do we use or can we implement to assess equity and inclusion in our work regularly?**
- **What is the most appropriate next step?**
- **What are the risks if we do nothing? What will the impact be if equity toolkit resources are not implemented in this case?**

The challenge of identifying, educating, motivating and measuring progress in each of these elements has guided our strategies, timelines and action plan. We lay out in a separate section below the specific guidelines that ground this plan in inclusive excellence and equity.

“

**I enjoy having the opportunity to collaborate across offices to connect students with resources they might need.**

**STAFF/FACULTY FOCUS  
GROUP ON RETENTION**

## ***Diversity Strategic Plan Objective***

Our task force goes further to frame inclusive excellence at TU as an **ongoing commitment to build our capacity to embed diversity, equity and inclusion in everything we do; to assess regularly; and to adapt.** This strategic plan calls for a commitment to inclusive excellence and equity. Our ongoing success is dependent on centering equity as a key component of this work, and it will set TU apart nationally.







EST 1866

SECTION 3

**Our Past, Present  
and Progress**

| DIVERSITY STRATEGIC PLAN |

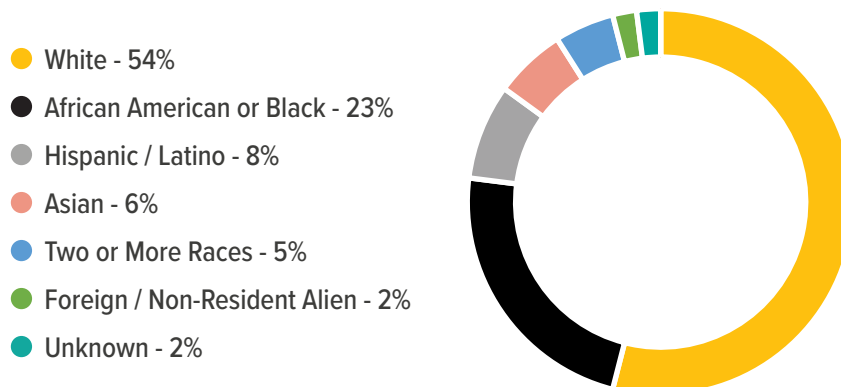
## Where We Are Now

In the past 50 years Towson University has experienced demographic shifts in both size and diversity (SEE FIGURE 4). This **growth** has led to the creation of new programs, majors, positions and development of policies and plans that have helped lead TU to achieve important **milestones in diversity and inclusion** that set us apart at the state and national levels.

### Demographics

In the 2019 “Chronicle of Higher Education Almanac,” Towson University was among the **top 15 four-year public institutions in the nation** in “Colleges with the Greatest Percentage Gains and Losses in the Number of Black Students, 2010 to 2017<sup>8</sup>.” Further, from 2010–2018, the proportion of racial/ethnic minority students increased 19%<sup>9</sup>, **the largest increase at any Maryland public institution and the largest among any Maryland institution with 500 or more students<sup>10</sup>.**

FIGURE 4 / IN FALL 2018 THE OFFICE OF INSTITUTIONAL RESEARCH REPORTED 19,818 STUDENTS AT TU



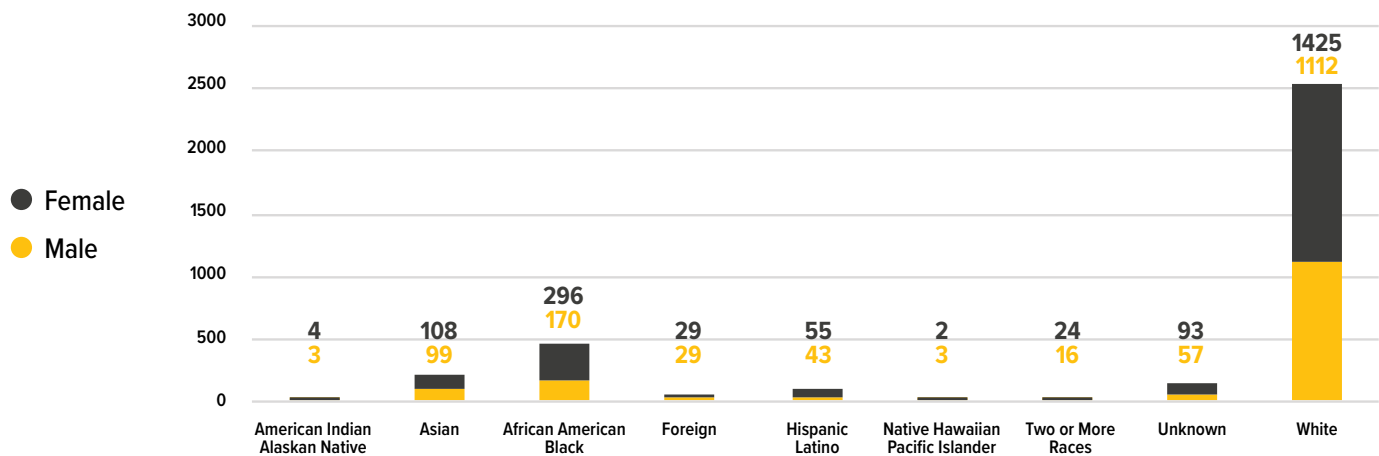
<sup>8</sup> Towson University saw a 64.7% increase in Black enrollment from 2010–2017

<sup>9</sup> The proportion of racial/ethnic minority students in overall head count enrollment increased from 21% in fall 2010 to 40% in fall 2018.

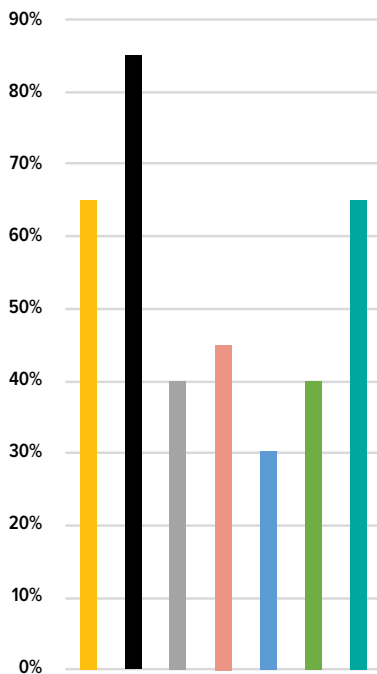
<sup>10</sup> U.S. Department of Education, *National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS)*, 2010 and 2018 Fall Enrollments, Retrieved on March 4, 2020.

**MORE THAN 42%  
OF UNDERGRADUATE  
STUDENTS REPORTED  
AS STUDENTS OF COLOR.**

**FIGURE 5 // RACE/ETHNICITY AND GENDER OF ALL TOWSON UNIVERSITY EMPLOYEES 2018**



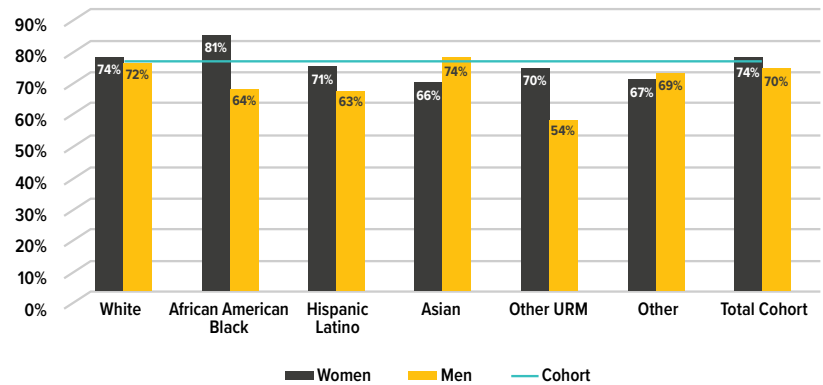
**FIGURE 6 // SIX-YEAR GRADUATION RATES - RACE/ETHNICITY**



- White - 73% (1660)
- African American / Black - 77% (306)
- Hispanic / Latino - 68% (127)
- Asian - 69% (123)
- Other URM - 66% (87)
- Other - 68% (157)
- Total Cohort - 73%

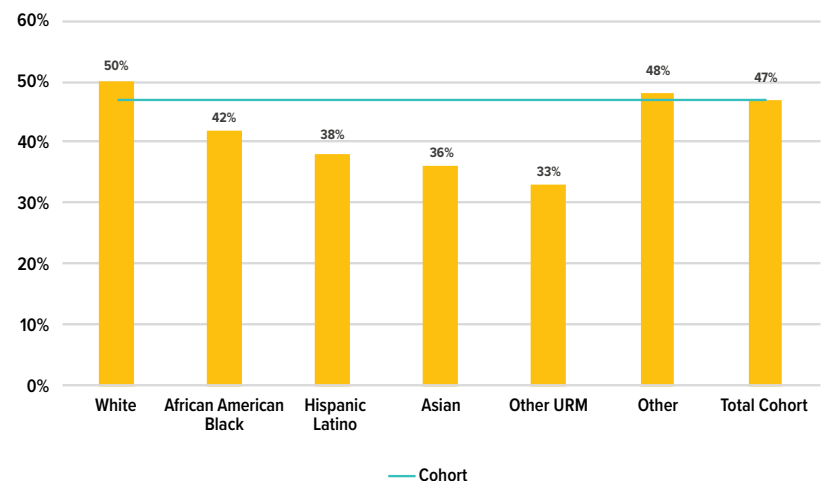
The most recent graduation rate (fall 2012 cohort) is 73%. This rate has been increasing steadily from around 59% in 1998 to at or above 70% for the past four years. In the last two years, there has not been an achievement gap for African American students. Hispanic/Latinx and Asian students have also been very close to the overall rate. However, there are some differences when we look at gender and four-year rates.

**FIGURE 7 // SIX-YEAR GRADUATION RATES OF FIRST-TIME STUDENTS - RACE/ETHNICITY/GENDER**



In the majority of cases, men did not achieve the same level of success as women from the same racial/ethnic group. Also, Asian men were the only male group to meet or exceed the overall graduation rate. Another area of concern is the gap at four years.

**FIGURE 8 // FOUR-YEAR GRADUATION RATES OF FIRST-TIME STUDENTS - RACE/ETHNICITY**



While most racial/ethnic groups of students caught up, or came close, to the overall graduation rate of six years, there were noticeably larger gaps when looking at the four-year rates. Again, this is the same group of students, the fall 2012 cohort, measured in summer 2016.



## Graduation Rates

Although many public universities continue to struggle to address demonstrable gaps between racial and ethnic groups in student learning, Towson University has much of which to be proud. The term achievement gap alludes to outputs, including the unequal or inequitable distribution of educational results. Learning gaps are the disparities between actual learning and expected learning for students<sup>11</sup> and can be the result of achievement gaps. **Unlike many institutions across the country, TU does not have a demonstrative racial achievement or learning gap even in the face of the increasing enrollment of racial minorities.** Of particular note: while the national six-year graduation rate is 43%, it is 73% for all TU students and for African American TU students, it is 77%.<sup>12</sup>

Our commitment to equitable access to and support for a TU education continues to extend beyond race and ethnicity and prioritizes all historically underserved student populations—grounded in the more expansive way we define diversity above. In fact, through the implementation of our equity toolkit resources, the conversations shift from a sole focus on individual student performance—achievement and learning gaps—to a more complex examination of systemic, structural and institutional barriers and the ways in which TU can further transform our policies, procedures and practices—opportunity gaps—that prioritize inclusive excellence and equity.

## Strategic Diversity and Inclusion Leadership

In 2017 President Kim Schatzel created the Office of Inclusion & Institutional Equity (OIIE) and the position of vice president of inclusion & institutional equity. This key role established a vision of creating a more inclusive TU, positioning OIIE as a hub that intentionally works collaboratively across all divisions and rejecting conventional notions of working exclusively in silos.

“

**At TU there are a lot of opportunities, and, speaking as a deaf individual, there have always been plenty of opportunities for me and the people I identify with.**

**UNIVERSITY ACCESSIBILITY  
ADVISORY COMMITTEE  
FOCUS GROUP**

<sup>11</sup> Coleman, J. S., Campbell, E. Q., Hobson, C. J., McParland, J., Mood, A. M., Weinfeld, F. D., et al. (1966). *Equality of educational opportunity*. Washington, DC: U.S. Government Printing Office.

<sup>12</sup> IPEDS 2012 Cohort

## Milestones

In the past 50 years TU has supported programs and offices that have integrated the campus and supported underrepresented students in their academic pursuits. The Center for Student Diversity—formally known as the Office of Minority Affairs, Office of Multicultural Student Life and Office of Diversity Resources—was established in 1969 to facilitate the access and integration of Black students into the university and advocate on their behalf. Soon after, the Black Student Union also was founded. The center now provides advocacy, support, mentoring and programming for diverse students across the campus.

## Diversity and Inclusion Faculty Fellows

Academic Affairs has instituted initiatives to support faculty in further developing inclusive classrooms and diverse research agendas. For example, in 2014 TU's Diversity and Inclusion Faculty Fellows program was established to support TU faculty who are already engaged or interested in the development or redesign of courses for major or core curriculum, curricular practices to support inclusive classroom environments, research and teaching projects, pedagogy and research toolkits, scholar–practitioner collaborations and/or building collaborations to enhance diversity and inclusion.







SECTION 4

**Strategic Plan Methods**

| DIVERSITY STRATEGIC PLAN |

# Strategic Plan Methods

## The Charge

In late September 2018, President Kim Schatzel provided a charge and goals for the task force. This initiated an institution-wide planning process that sought input from the entire campus community, including students, faculty, staff, administrators and alumni. The year-long process employed a social justice framework and solicited feedback from across the campus as well as intentionally seeking voices who are often overshadowed—ultimately striving for the representation of all entities who are integral to the work of providing a world-class education through a holistic experience.

The task force was charged by President Schatzel with four primary questions:

- **How do we further promote the president’s Model for Campus Diversity?**
- **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 diverse faculty, senior administration and student population?**
- **How do we further cultivate a culturally responsive campus where all community members feel a sense of belonging?**

Priority areas included: **education and scholarship, recruitment, retention and campus climate.**





## Data Collection

From March through September 2019, all stakeholders in the TU community were invited via the following methods to participate in the data collection process:

- The task force website
- TU news article
- The task force video
- The task force web page online feedback form
- The task force email account, [inclusion@towson.edu](mailto:inclusion@towson.edu)

In an effort to include many voices across the Towson University community, the task force scheduled data collection opportunities based on the aforementioned priority areas, TU affiliations and intentional focus groups, which were identified in response to the earlier data collection to ensure representation of all communities and populations. A total of 278 people participated in the focus groups.

TU stakeholders were able to participate in:

- Focus groups moderated by a team of two facilitators
- One-on-one interviews with a designee from OIIE
- Anonymous online submissions via the OIIE website

## Data Analysis and Coding

From September through October 2019, a nine-member task force coding subcommittee of students, faculty, staff and administrators reviewed the raw data, identified patterns of concerns and determined common language.

The coding process included:

- Reflecting and acknowledging one's own personal biases
- Accessing the raw data as organized by the four priority areas
- Drafting a list of major themes and patterns of belief
- Noting unexpected themes, words and responses

“

**If we want to change the culture, we need training, new policies and to say we are starting in a place that acknowledges the issues at hand and [the importance of] being proactive.**

**LGBTQ+ FACULTY & STAFF  
ASSOCIATION FOCUS GROUP**



## Outcomes

As a result of this process, three major themes emerged as a launching point for decisions concerning proposed goals, initiatives and actions.

- **Work climate**
- **Exclusion/inclusion**
- **Initiatives and programs**

An overarching theme of **mentoring** cut across all other areas.

## *Implementation Guidelines for Equity and Inclusive Excellence*

The task force reviewed sample diversity plans from other institutions, national best practices for strategic diversity leadership in higher education and the most recent institutional data in order to identify current and cutting-edge approaches, knowing that our history propels Towson University to invoke a radical culture shift with bold and measurable actions that are both aspirational and actionable.

The American Council on Education's (ACE) 2018 report, "Speaking Truth and Acting with Integrity: Confronting Challenges of Campus Racial Climate," offers a useful framework for campus capacity building and resiliency, specifically in response to racial tensions on campuses.



The ACE report finds “high diversity and inclusion capacity<sup>13</sup>” schools pursue the following priorities:

- **Strong diversity plans, mission statements and guiding values for diversity and inclusion work**
- **Leaders exhibiting knowledge of diversity and inclusion practices and research**
- **Leaders working to build trust and respect across stakeholder groups**
- **Investment in continual learning, education and training at all levels**
- **Regular assessment of campus progress with feedback loops**
- **Active disruption of oppressive practices and systems**
- **Opportunities and support provided to marginalized communities**
- **Value placed on individuals/units that provide diversity and inclusion leadership on campus**

This strategic plan considers how these priorities can be implemented beyond just race and culminates in a series of overarching, evidenced-based goals with corresponding action items and specific and measurable steps laid out to help transform TU as well as the unit(s) responsible for implementation.

By centering equity along with inclusion and diversity at the core of TU’s mission, this plan goes even further by relying on newer research (Chun & Feagin, 2020) that rethinks higher education diversity frameworks and offers specific leadership strategies for implementation such as:

- **Conducting an institutional diversity audit**
- **Establishing top-level strategies and expected outcomes based on equity, diversity and inclusion principles**
- **Calling out the difficult issues**
- **Proactively addressing underrepresentation of nondominant faculty**
- **Monitoring institutional processes for equitable outcomes**
- **Investing in systematic and sustained diversity education**
- **Creating an institutional safety net of resources and support**
- **Assessing the impact of admissions criteria and financial aid on underrepresented students**
- **Critically evaluating faculty workload models**
- **Conducting research on demographic changes and inclusion.<sup>14</sup>**

These guidelines taken together serve as the foundation for the specific action items included in this plan.

<sup>13</sup> The ACE Report identifies three categories of institutions: low, moderate and high diversity and inclusion capacity.

<sup>14</sup> Chun, E. B., & Feagin, J. R. (2020). *Rethinking Diversity Frameworks in Higher Education*. New York: Routledge.

“

**Institutions demonstrating high levels of capacity for [diversity and inclusion] work to include racial incidents and campus racial climate have moved beyond the rhetoric of diversity to investing significant resources and time in developing a strategic plan for diversity and inclusion.”**

AMERICAN COUNCIL  
ON EDUCATION (ACE)

## Working with Urgency and Patience

In the development of this plan, we realize the entire university must work with urgency yet exercise patience regarding outcomes. Given this balanced perspective, TU will continue to measure short-term action items while anticipating long-term results. Towson University leadership will draw on simple, clear metrics to determine **progress** on goals and action items.

### Our Approach

The following approach to measuring progress from the University of California, Davis (2017)<sup>15</sup> was used to determine measurement, timelines and responsible units:

- **Create multidimensional benchmarks to track real progress, facilitate data-driven decision-making and support the Presidential Priorities**
- **Disaggregate demographic data to better identify populations that need attention**
- **Show trends over time**
- **Support benchmarking against peers where valid and useful**
- **Reflect, as much as possible, the current ways we understand ourselves individually, our university and our world**
- **Tell the story of diversity, equity and inclusion at Towson University by dispelling myths, highlighting data and advancing critical strategies**
- **Provide enough flexibility for bold, innovative ideas for which no current benchmark exists**

Specific oversight responsibilities will be assigned throughout the university, especially within divisions, colleges and departments to encourage campus support for this progress and evolution of the TU culture. Recognizing that inclusive excellence has been typically measured by scorecard tools<sup>16</sup> (Williams, 2005), this plan relies on applying our definition of inclusive excellence along with our equity toolkit. A robust and adept equity and inclusion measurement and assessment working group will prompt and support campus-wide measurement, reporting and monitoring.

<sup>15</sup> University of California, Davis. (2017). *Diversity and Inclusion Strategic Vision*. University of California, Davis Institutional Diversity.

<sup>16</sup> Williams, D. A., Berger, J., & McClendon, S. (2005). *Toward a model of inclusive excellence and change in higher education*. Washington, DC: AAC&U.

## Strategic Measurement and Assessment Questions

The task force developed assessment questions that spanned the institution. For students, we have considered categories of ethnicity, race, gender identity, gender expression, sexual identity, ability status, military/veteran status, age, income, national origin, citizenship status, educational attainment of parents, food security, housing security and residency status. For our employees, we considered educational level, rank, salary, duration of employment, citizenship and nation of earned degree(s). We also examined our current and aspirational peers for their strategic priorities and actions related to diversity, equity and inclusion.

### STUDENTS

- Are certain colleges/schools/majors more welcoming to diversity than others?
- What colleges/schools/majors are growing, and is that growth sufficient to make an impact on needed shifts in demographics?
- What relationships exist between our diversity and degree completion rates, including time to degree? Are underrepresented or disadvantaged undergraduate students falling out of the pipeline to graduation? If so, where?
- Are graduate and professional students falling out of the pipeline to degree completion? If so, where?
- Where are native born, underrepresented graduate students in their field coming from?
- How can we make the social and academic environments more conducive to emotionally and physically healthy, insightful, aware and successful students?

### WORKFORCE

- Are we experiencing diversity across all positions? Are certain positions and classifications more diverse than others?
- How are demographics changing in colleges and departments? Are the changes significant enough to make a sufficient impact on demographics of faculty and staff?
- Are colleges and departments retaining student employees, faculty and staff, and is that sufficient to make an impact on demographics?
- What can retention rates, turnover rates, duration of hire, vacancy rate and turnover quotients tell us about who is leaving and when?

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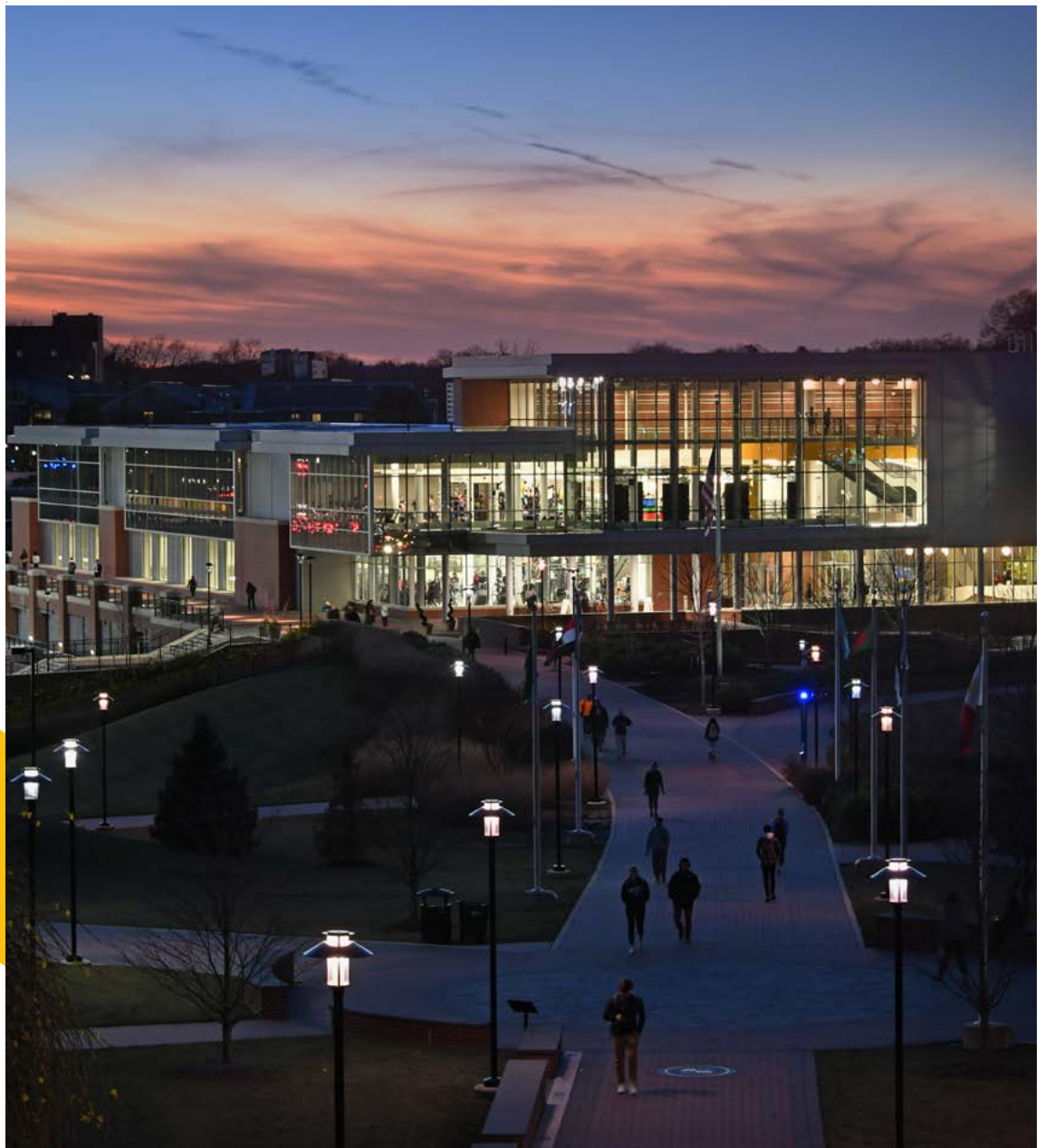
**There are people who have taken a special interest in elevating me, and, once I start to get burned out, I am given the opportunity to move up or grow in professional development.**

**LATINX FACULTY & STAFF  
ASSOCIATION FOCUS GROUP**

- Where are opportunities for providing greater stability in the workforce, particularly among underrepresented or historically marginalized groups?
- Who is advancing and being promoted more quickly? Are there differences in who receives tenure and in what positions?
- How equitably are financial resources distributed in terms of salary, benefits and professional development support?

#### ***PEER BENCHMARKING***

- How does Towson University compare to institutions in the University System of Maryland and peer institutions across the country in terms of strategic diversity, equity and inclusion goals and initiatives?







## SECTION 5

# Strategic Plan Action Items

| DIVERSITY STRATEGIC PLAN |



## Action Items

### Four Overarching Goals:

- 1 EDUCATION AND SCHOLARSHIP:** Provide ongoing teaching, learning, research and service opportunities to prepare and support students, alumni, current and retired staff and faculty to address diversity, equity and inclusion issues in disciplinary and interdisciplinary fields and all areas of work at Towson University.
- 2 RECRUITMENT, RETENTION AND SUCCESS:** Create or revise protocols, policies, procedures and practices that create a pipeline for high-caliber students, staff and faculty to join, stay and succeed at Towson University. This pipeline includes strategic recruitment, innovative retention methods and measured academic and professional success.
- 3 CAMPUS CLIMATE:** Cultivate a sustainable and inclusive community where all members from all backgrounds, identities, abilities and life experiences are welcomed, valued and supported.
- 4 EVALUATION AND ASSESSMENT:** Implement systematic processes and protocols—grounded in inclusive excellence and equity—for regular data collection to report progress on education and scholarship; recruitment, retention and success; and campus climate.



# Diversity Strategic Plan Action Items

## EDUCATION AND SCHOLARSHIP

Provide ongoing teaching, learning, research and service opportunities to prepare and support students, staff and faculty to address diversity, equity and inclusion issues in disciplinary and interdisciplinary fields and all areas of work at Towson University.

### Goals and Responsible Units

|                                                                                                                                                                                                                                                       | All Units                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <b>1.1:</b> Increase the ongoing university support for staff and faculty professional development that prioritizes diversity, equity and inclusion.                                                                                                  |                                                                         |
| <b>1.1.1:</b> Mandatory interactive education and training for all staff and faculty on hate/bias, cultural intelligence, unconscious bias, anti-racism and other anti-oppression concepts.                                                           | Inclusion & Institutional Equity<br>Human Resources<br>Academic Affairs |
| <b>1.1.2:</b> Provide ongoing professional development opportunities, conferences and workshops to develop and improve skills and knowledge on best practices in inclusive excellence specific to each discipline, profession or area of scholarship. | Academic Affairs<br>Human Resources<br>Inclusion & Institutional Equity |
| <b>1.1.3:</b> Provide annual professional development training on unconscious bias for members of search, hiring, promotion/tenure and award selection committees.                                                                                    | Academic Affairs<br>Human Resources<br>Inclusion & Institutional Equity |
| <b>1.1.4:</b> Continue to develop the Target of Opportunity Program to identify and hire faculty of exceptional merit and promise from underrepresented groups.                                                                                       | Academic Affairs<br>Inclusion & Institutional Equity                    |



# Diversity Strategic Plan Action Items

## EDUCATION AND SCHOLARSHIP

Provide ongoing teaching, learning, research and service opportunities to prepare and support students, staff and faculty to address diversity, inclusion and equity issues in disciplinary and interdisciplinary fields and all areas of work at Towson University.

### Goals and Responsible Units

|                                                                                                                                                                                                                                                  |                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>1.2:</b> Increase diversity-rich learning experiences that raise all students' self-awareness and cultural intelligence and increase understanding of diversity, equity and inclusion, while encouraging engagement in the greater community. | All Units                                                                             |
| <b>1.2.1:</b> Identify and support development of curricular programs and course offerings on diversity, inclusion and equity.                                                                                                                   | Student Affairs<br>Academic Affairs<br>Inclusion & Institutional Equity               |
| <b>1.2.2:</b> Increase the number of diverse participants through centralization of services related to mentorship and leadership.                                                                                                               | Academic Affairs<br>Student Affairs<br>Inclusion & Institutional Equity               |
| <b>1.2.3:</b> Increase student participation in faculty scholarship related to diversity, equity and inclusion.                                                                                                                                  | Academic Affairs<br>Inclusion & Institutional Equity<br>Student Affairs               |
| <b>1.2.4:</b> Mandatory interactive education and training for all students on hate/bias, cultural intelligence, unconscious bias, anti-racism and other anti-oppression concepts.                                                               | Inclusion & Institutional Equity<br>Student Affairs<br>Student Government Association |

# Diversity Strategic Plan Action Items

## EDUCATION AND SCHOLARSHIP

Provide ongoing teaching, learning, research and service opportunities to prepare and support students, staff and faculty to address diversity, equity and inclusion issues in disciplinary and interdisciplinary fields and all areas of work at Towson University.

### Goals and Responsible Units

#### **1.3: Develop resources for faculty to learn, use and evaluate inclusive teaching practices and scholarly research.**

#### **All Units**

**1.3.1:** Expand new faculty onboarding to include ongoing sessions addressing topics related to diversity, equity and inclusion in the classroom. Present inclusive classroom strategies to engage all students in discussions, projects, internships and externships.

Academic Affairs  
Inclusion & Institutional Equity

**1.3.2:** Provide the Creating an Inclusive Classroom series of developmental workshops for faculty each term to focus on responding to challenging diversity, equity and inclusion classroom issues and discussions.

Academic Affairs  
Inclusion & Institutional Equity

**1.3.3:** Provide professional development opportunities focusing on success for all members of the campus (students, faculty and staff). Trainings must ensure access for all members of the TU community with inclusive and culturally relevant information and knowledge.

Inclusion & Institutional Equity  
Academic Affairs  
Human Resources  
Student Affairs

# Diversity Strategic Plan Action Items

## RECRUITMENT, RETENTION and SUCCESS

Create and revise protocols, policies, procedures and practices that create a pipeline for high-caliber students, staff and faculty to join, stay and succeed at Towson University. This pipeline includes strategic recruitment, innovative onboarding and retention methods and measured academic and professional success.

### Goals and Responsible Units

|                                                                                                                                                                                                                                                                                       |                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <b>2.1:</b> Identify and seal leaks in the recruiting and hiring pipeline while fostering an inclusive TU environment that encourages students, staff and faculty to stay and flourish.                                                                                               | <b>All Units</b>                                                                                                |
| <b>2.1.1:</b> Establish and implement student, staff and faculty recruitment plans that are innovative, nontraditional and capitalize on the Baltimore metropolitan area.                                                                                                             | Human Resources<br>Colleges<br>University Admissions                                                            |
| <b>2.1.2:</b> Establish and execute cluster hiring policies (including funding) to improve the presence of underrepresented faculty across academic departments that have historically struggled with diverse applicant pools.                                                        | Office of the Provost<br>Colleges<br>Administration & Finance<br>Human Resources                                |
| <b>2.1.3:</b> Establish graduate assistantships, teaching assistantships, fellowships and other USM partnership programs (including funding) that create a homegrown pipeline for under-represented populations from graduate school to the professoriate across the DC/MD/VA region. | Office of Graduate Studies/<br>Graduate Student Admissions<br>Office of the Provost<br>Administration & Finance |
| <b>2.1.4:</b> Foster a culture of ongoing professional development consistent with best practices in diversity, equity and inclusion.                                                                                                                                                 | President's Cabinet                                                                                             |

# Diversity Strategic Plan Action Items

## RECRUITMENT, RETENTION and SUCCESS

Create and revise protocols, policies, procedures and practices that create a pipeline for high-caliber students, staff and faculty to join, stay and succeed at Towson University. This pipeline includes strategic recruitment, innovative onboarding and retention methods and measured academic and professional success.

### Goals and Responsible Units

| 2.2: Build and sustain a campus-wide infrastructure for inclusive mentoring of students, staff and faculty as a core value of the campus community.                                                                | All Units                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| 2.2.1: Conduct an audit of current mentoring programs for students, staff and faculty.                                                                                                                             | Student Affairs<br>Human Resources<br>Academic Affairs<br>FACET |
| 2.2.2: Create a Community of Practice for faculty mentoring under the auspices of FACET, which will highlight on-campus best practices in ongoing faculty mentoring.                                               | Office of the Provost<br>FACET                                  |
| 2.2.3: Provide training and professional development for mentors of students, staff and faculty.                                                                                                                   | Student Affairs<br>Human Resources<br>Academic Affairs<br>FACET |
| 2.2.4: Provide training, structure and space for the ongoing mentoring of students, staff and faculty who are underrepresented on campus generally and underrepresented in their professional fields specifically. | Student Affairs<br>Human Resources<br>Academic Affairs<br>FACET |

# Diversity Strategic Plan Action Items

## RECRUITMENT, RETENTION and SUCCESS

Create and revise protocols, policies, procedures and practices that create a pipeline for high-caliber students, staff and faculty to join, stay and succeed at Towson University. This pipeline includes strategic recruitment, innovative onboarding and retention methods and measured academic and professional success.

### Goals and Responsible Units

|                                                                                                                                                                                                           |                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| <b>2.3:</b> Review current programs, policies and practices that foster a culture of inclusion and equity for students, staff and faculty.                                                                | All Units                                                                        |
| <b>2.3.1:</b> Identify invisible/uncompensated labor of staff and faculty through a transparent process that documents current experiences on an office, department or divisional level.                  | Human Resources<br>Academic Affairs<br>Strategic Partnerships & Applied Research |
| <b>2.3.2:</b> Identify solutions for invisible/uncompensated labor of staff and faculty by proactively providing incentives to include professional development opportunities and supervisor endorsement. | President's Cabinet<br>Department Chairs                                         |
| <b>2.3.3:</b> Create a communication plan that ensures all students, staff and faculty are aware of campus-wide opportunities.                                                                            | University Marketing & Communications                                            |
| <b>2.3.4:</b> Create collaborative programs across the DC/MD/VA region to increase campus exposure to underrepresented populations.                                                                       | Student Affairs<br>Human Resources<br>Academic Affairs                           |

# Diversity Strategic Plan Action Items

## RECRUITMENT, RETENTION and SUCCESS

Create and revise protocols, policies, procedures and practices that create a pipeline for high-caliber students, staff and faculty to join, stay and succeed at Towson University. This pipeline includes strategic recruitment, innovative onboarding and retention methods and measured academic and professional success.

### Goals and Responsible Units

**2.4:** Increase the number of staff and faculty from historically underrepresented groups by 2025.

All Units

**2.4.1:** Develop a plan for diversification and inclusion before authorization of staff and faculty hires.

Human Resources  
Academic Affairs  
Inclusion & Institutional Equity



# Diversity Strategic Plan Action Items

## CAMPUS CLIMATE

Cultivate a sustainable and inclusive community where all members from all backgrounds, identities, abilities and life experiences are welcomed, valued and supported.

### Goals and Responsible Units

**3.1: Cultivate a community at TU where our diverse backgrounds, experiences, identities and perspectives enhance our pursuit of equity and inclusion.**

All Units

**3.1.1: Provide robust and intentional onboarding grounded in diversity, equity and inclusion:**

Inclusion & Institutional Equity

**3.1.1.1: New students, staff and faculty understand TU's commitment and key terms, policies, resources and expectations around diversity, equity and inclusion.**

Student Affairs  
Human Resources  
Academic Affairs

**3.1.1.2: Provide intentionally created onboarding for chairs, managers, supervisors and leaders in new supervisory roles.**

Human Resources  
Academic Affairs

**3.1.1.3: Provide information, training and support for the development and engagement of alumni affinity groups and donors.**

University Advancement

**3.1.1.4: Provide information, training and support for the development and engagement of community partners.**

Strategic Partnerships and  
Applied Research  
Student Affairs

# Diversity Strategic Plan Action Items

## CAMPUS CLIMATE

Cultivate a sustainable and inclusive community where all members from all backgrounds, identities, abilities and life experiences are welcomed, valued and supported.

### Goals and Responsible Units

**3.1.2:** Foster a spirit of collaboration across units.

**3.1.2.1:** Explore incentives for creating and maintaining collaborations across units.

**3.1.2.2:** Provide information, training and support for the development and engagement of community partners.

President's Cabinet  
Inclusion & Institutional Equity

Strategic Partnerships and  
Applied Research  
Student Affairs

**3.1.3:** Regularly assess practices, procedures and policies through the equity toolkit.

All units

**3.1.4:** Intentionally plan for monitoring and assessing needs and climate at all levels and in all units.

Inclusion & Institutional Equity  
Human Resources  
Academic Affairs  
All units

**3.1.5:** Institutionalize efforts, such as the president's Unearthing the History of Diversity at TU project, to collect and maintain the inclusive and reconciled history of institutional and community diversity, equity and inclusion.

Inclusion & Institutional Equity  
Special Collections & University Archives  
Academic Affairs



# Diversity Strategic Plan Action Items

## CAMPUS CLIMATE

Cultivate a sustainable and inclusive community where all members from all backgrounds, identities, abilities and life experiences are welcomed, valued and supported.

### Goals and Responsible Units

**3.2:** Cultivate a learning and working community, a hub of opportunities where students, staff and faculty feel included, respected, supported, valued and able to participate, contribute and thrive at TU.

All Units

**3.2.1:** Provide interactive, dynamic, culturally responsive and robust professional development and training opportunities that address university priorities for equity and inclusion for all students, staff and faculty.

Inclusion & Institutional Equity  
Student Affairs  
Human Resources  
Academic Affairs

**3.2.2:** Provide ongoing leadership training for department chairs and supervisors, with a focus on office climate, campus climate and culture, inclusive leadership and creating success plans for staff and faculty from diverse backgrounds.

Inclusion & Institutional Equity  
Human Resources  
Academic Affairs  
Student Affairs

**3.2.3:** Provide support for participation in professional development and volunteer opportunities with a focus on diversity, equity and inclusion.

All units

# Diversity Strategic Plan Action Items

## CAMPUS CLIMATE

Cultivate a sustainable and inclusive community where all members from all backgrounds, identities, abilities and life experiences are welcomed, valued and supported.

### Goals and Responsible Units

**3.3:** Continue to improve and create buildings and facilities that are welcoming, accessible and inclusive for all people and cultures.

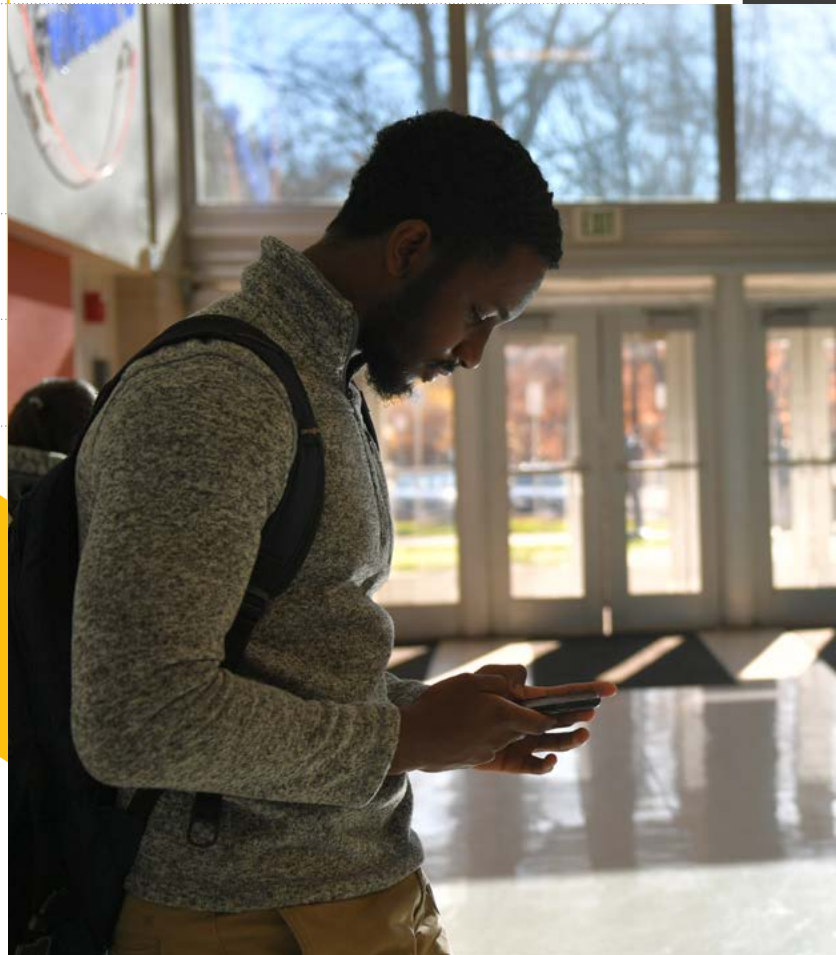
Administration and Finance  
Inclusion & Institutional Equity

**3.3.1:** Evaluate facilities for students, staff, faculty and visitors. Revise plans for creating more inclusive and equitable facilities. Foster collaboration and shared responsibility for advocating for a welcoming campus.

**3.3.2:** Accessibility: Regularly assess the campus environment for accessibility.

**3.3.3:** Safety: Regularly assess campus grounds and facilities.

**3.3.4:** Culturally responsive spaces: Regularly assess the availability of dedicated and multipurpose facilities inclusive of identities and cultures.



# Diversity Strategic Plan Action Items

## EVALUATION AND ASSESSMENT

Implement systematic processes and protocols—grounded in inclusive excellence and equity—for data collection to report progress on education and scholarship; recruitment, retention and success; and campus climate.

### *Goals and Responsible Units*

**4.1:** Develop an Equity and Inclusion Measurement & Assessment Working Group and charge it with timely and ongoing campus-wide measurement, reporting and monitoring of inclusive excellence and equity and alignment with university assessment plans.

All Units

**4.2:** Develop systematic plan for conducting climate studies for students, staff, faculty, alumni and community partners.

Inclusion & Institutional Equity  
Academic Affairs  
All units

**4.3:** Create a centralized hub for diversity, equity and inclusion assessment efforts, including internal assessments as well as TU participation in regional/national studies.

Inclusion & Institutional Equity  
Academic Affairs  
All units





# Acknowledgements

President Kim Schatzel, Ph.D.

## A More Inclusive TU: Diversity Strategic Plan Task Force

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**Diversity Strategic Plan | 2020–25**

Office of Inclusion  
& Institutional Equity

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Towson, MD 21252-0001

[https://www.towson.edu/inclusionequity/  
diversity-strategic-plan.html](https://www.towson.edu/inclusionequity/diversity-strategic-plan.html)

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**UNIVERSITY OF BALTIMORE**

## Institutional Programs of Cultural Diversity Report, Spring 2021

Institution Name: University of Baltimore  
Date Submitted: April 12, 2021  
Point of Contact: Interim Provost Catherine Andersen, [candersen@ubalt.edu](mailto:candersen@ubalt.edu)

The University of Baltimore submits the attached to the USM: the 2021 Cultural Diversity Report and USM Addendum, pursuant to the instructions for the 2021 reporting year and guidelines provided by the University System of Maryland email:

*“MHEC has noted: ‘This year’s report is designed to minimize the reporting burden on institutions while ensuring that each institution continues to make progress with the diversity goals of the State Plan. In accordance with this, each institutional submission should include a brief narrative (no more than three pages), consisting of the sections outlined below. Please ensure all submissions adhere to these guidelines. Additional supplemental information such as data analysis or more comprehensive programmatic information may be provided as an appendix, but the core narrative should not exceed this three-page limit.’”*

*The sections of the narrative pertain to: (1) how the institution defines diversity; (2) successful ongoing and new institutional DEI initiatives; and (3) COVID-19’s effects on efforts to enhance diversity. The sections are fully described (copied and pasted from MHEC’s memo) in the attached file. **In addition**, you must provide, as an appendix, a copy of the diversity plan currently in place at your institution.*

*Finally, we are requesting a **USM Addendum** in which you should briefly describe your institution’s top two or three areas of growth and/or challenge as it pertains to diversity, equity, inclusion, and/or combating structural racism.*

*As was the case last year, you do not have to submit demographic tables.”*

## **1. Describe how the University defines diversity and how the definition is developed:**

The University of Baltimore defines and describes the “diversity” of our campus environment in the following ways. These referenced definitions are the outcome of the University’s unit leadership and its governance process, which includes campus-wide representation of students, faculty and staff.

In general, UBalt describes “diversity” as: “A situation that includes representation of multiple (ideally all) groups within a prescribed environment, such as a university or a workplace. This word most commonly refers to differences between cultural groups, although it is also used to describe differences within cultural groups, e.g. diversity within the Asian-American culture includes Korean Americans and Japanese Americans. An emphasis on accepting and respecting cultural differences by recognizing that no one culture is intrinsically superior to another underlies the current usage of the term.” <http://www.ubalt.edu/campus-life/diversity-and-international-services/diversity-dictionary.cfm>

In addition, the UB Diversity, Equity and Inclusion (DEI) Committee is one of several committees of the UBalt Governance Steering Council. This committee, by virtue of its role, has defined diversity at UBalt within the committee’s mission, which is to advance and champion the University’s DEI goals and strategies. The committee’s efforts exemplify how UB defines diversity to strengthen the professional, intellectual, and cultural experiences of all members of the UB community. The DEI Committee is charged with recommending actions to the University’s Governance Steering Council that help promote a university-wide appreciation and integration of diverse and inclusive ideas, practices and capabilities at all levels of the University. Specifically, the committee may maintain a progressive action plan for University-wide diversity, equity, and inclusion measures, communicate to UB audiences the University’s diversity objectives and initiatives, make policy recommendations and, when necessary, contribute to the preparation of various University reports.

The definition of diversity can change over time; therefore, the Committee members serve as DEI ambassadors for faculty, staff, students and facilitators of campus diversity-related news in order to stay current and abreast of campus developments. The committee membership is composed of representatives of each governance body as well as university volunteers. The committee meets regularly and discusses timely topics that support the University’s mission and advance the committee’s charge, and produces information that is helpful to the Council and University leadership for decision making. The committee members, through its process of document review, meeting, and discussion, are the means by which agreement is reached and refreshed for the definition of terms used.

All of these efforts together throughout the year continuously refine UBalt’s definition of the term “diversity,” which is embedded in the work of the University offices, academic units and DEI Committee. It is further noted that University units may have specific plans and policies for diversity in faculty hiring, which may also include a statement of values, definitions, and principles (e.g., see University of Baltimore School of Law Plan for Diversity in Faculty Hiring: Recruitment and Retention).

## 2. Highlight the most successful ongoing or new institutional initiatives (one page)

The University's work on DEI matters is expressed through a wide range of efforts under way across the University. Two areas are highlighted to serve as exemplary successful institutional initiatives for reporting year 2020-2021. Effectiveness of these initiatives are measured by various means, including student response, campus climate surveys, media coverage, course evaluations, performance measures for office units, etc.

**The first area highlighted is the University's longstanding and continued support for student engagement and student initiatives.** For example, UBalt's active Student Government Association led several activities during the fall 2020 semester. Among them, in September 2020, prior to the fall U.S. presidential election, the SGA issued Resolution #10, requesting the University of Baltimore and USM to take a stance against the Sept. 2020 White House Executive Order on Combating Race and Sex Stereotyping. This leadership action joined with other national calls by access, equity and diversity focused organizations. The University's president shared the Resolution with Chancellor Jay Perman and provided key information alongside the SGA's leadership on the topic. This information included the USM's (July 2020) statement, reputable national organization news releases, as well as his knowledge of anticipated national next-level actions with the SGA's leadership. The UBalt DEI Committee was notified of Resolution #10 and asked to monitor it on behalf of SGA. The federal Executive Order was subsequently rescinded post-election by the new federal administration in January 2021. Together, the UBalt community addressed this concern. Additionally, in recognition of UBalt's diverse community, the SGA-led a banner rainbow painting of an on-campus alleyway to represent different cultures and faces of our community, held an afternoon vigil and participated with testimony before the Maryland General Assembly on related topics to help inform policymakers. These are just some examples of the enthusiasm and commitment of the SGA, whose work the UBalt community greatly values.

Administrative offices also led activities in FY 20-21. For example, the UB Student Support Services' Office of Diversity and International Services hosted the following events: monthly forums (with trained facilitators) in recognition of months or days of heritage, history, and special holidays; safe spaces for Black, International and Latino/a and Latinx students; the School of Law's strong commitment to advancing diversity initiatives, which continues to provide diversity and inclusion student programming while engaging with student input and ideas. Additionally, to support the employees of UBalt with diversity dialogues, the JEDI (Justice, Equity, Diversity, Inclusion) series was created – a partnership between the Office of Human Resources and University Library.

**The second area highlighted is UBalt's ongoing and highly active faculty scholarship, academic courses and programs that support the essence of DEI principles.** Examples for the AY 20-21 programs include: the Fannie Angelos Program, which focuses on increasing diversity in legal education through comprehensive preparation for interested graduates of Maryland's historically black colleges; the Second Chance Pell Program, which provides higher education opportunity to incarcerated men, the majority of whom are persons of color, and provides advising and support to help these individuals as they transition to degree completion; the UB Community Fellows Program, which places graduate students in local community-based nonprofits to help them build capacity while also preparing students by engaging them in meaningful work; and the Hoffberger Center for Professional Ethics, which sponsors events and panels that address relevant topics. Examples of exciting academically-centered activities include the addition of a new history course, "Black Europe," that will meet one of UBalt's Global and Diverse Perspectives graduation requirement. This history course recontextualizes European history to include the stories of persons of color, who have largely been ignored in historical narratives. Also, the outstanding work UB's Baltimore Neighborhood Indicators Alliance faculty continues as an international model for providing data on the deep diversity of the city and showing how that data demonstrates the impacts of policy on people.

### **3. Describe how COVID-19 affected efforts to enhance campus diversity (one page)?**

During the COVID-19 pandemic, the UBalt's facilities were closed during AY 20-21 to in-person instruction and offices operations, with the exception of some hybrid law clinics. The University remained open and operating in an online capacity for learning and remote working environment. As a result, UBalt's typically robust on-campus activities to enhance diversity were reduced, including its ongoing role as a central place for the Baltimore City community to discuss timely topics in a safe, public forum. UBalt focused on other forms of communication for sharing diversity and inclusion matters, such as social media, email messaging, and website messaging. Keeping notices and information current was a challenge given the rapid changes occurring. But the president and senior leadership team, governance groups, faculty, staff and students worked together to strengthen and maintain open and frequent lines of communication.

Disappointing impacts of the pandemic on UBalt activities included a negative impact on the recruitment of international students who were directly affected by restrictions associated with the pandemic. Dual enrollment initiatives typically held in person at UB were offered online instead, and UB's diversely populated college summer prep program has been temporarily suspended (as of summer 2020).

Despite the challenges and impact to UBalt's operations, the pandemic did not deter UBalt's attention from engaging in the nation's calls for solutions to social and racial injustice. As mentioned in response to question number two, the UBalt community held events where diversity, equity and inclusion were central and amplified topics for online programs and activities. The president issued campus-wide statements, faculty provided expertise to external requests for comments, articles were written and virtual campus discussion forums were held. More positive outcomes included UBalt's retention of its diverse student population, which held steady amid the pandemic's negative impact and the abrupt changes it brought to our learning environment.

Overall, the University forged ahead with related organizational initiatives. UBalt reconstituted its campus wide diversity group into a newly formed, Diversity, Equity and Inclusion (DEI) Committee that expeditiously organized itself and started producing meaningful results within a short timeframe, all achieved while being limited to a telework, virtual environment. The DEI committee champions diversity and inclusion topics from a campus-wide prospective. The UB Governance Steering Council appointed 18 members, given the high level of interest, including representatives from all corners of the UBalt community. The committee started its work in November 2020, established organizational systems for remote working, meetings, and communicating. They identified and agreed upon a refreshed platform for the committee's vision, mission and principles based on the University's existing 2019 – 2023 Institutional Plan, and supportive of UBalt's current Strategic Plan, Goal 6.

The committee recognized that the current Institutional Plan's action items needed revisions with consideration of university priorities of today, as well as current national events. The members performed an initial audit of UBalt initiatives. Guided by a committee working document prepared by the co-chairs, the members are now on track to produce new, tailored action items to help UBalt fulfill time-sensitive priorities and needs working through five priority areas: student mentorship enhancement, student career advancement, faculty, staff and student ongoing education, communication and committee reporting and feedback. The plan is organized around short-term (6 month) and long-term action items for realizable results, with emphasis on student enrollment in addition to recruitment and retention of both students and employees. For UB, our institution's commitment to DEI is best represented through this inclusive, collaborative committee and its work. The University community supports this committee's efforts and its forthcoming plan through active participation and ongoing input.

#### **4. Appendix of Diversity Plan (*Attachment*)**

UB's 2019-2023 diversity plan is attached. The Plan is iterative; therefore, the action items and timelines are currently under review by the University's DEI Committee for any necessary adjustments to keep the plan relevant and current. The DEI Committee is currently working on a revised action plan expected for approval by fall AY 2021-22.

Link to Plan:

<https://www.ubalt.edu/about-ub/diversity/downloads/UB-diversity-plan-FY-2019-FY-2023.pdf>.

## **THE UNIVERSITY OF BALTIMORE**

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

#### **BACKGROUND and ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PRIORITIES**

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

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

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

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

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

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

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



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

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

## **THE UNIVERSITY'S DIVERSITY PROFILE**

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

### **A. Student Demographics**

Enrollment at the University of Baltimore is the most diverse of Maryland's public 4-year universities, as measured by the Campus Diversity Index<sup>1</sup>, attracting an exceptionally diverse student body relative to race and socio-economic circumstances. UB serves the working-age population of Baltimore and Maryland (average age for undergraduate students is 27; graduate, 32; and law 28) with a majority of students (90%) living in Maryland. Female students represent the majority of students; 58% at the undergraduate level and 60% at the graduate level. The majority of students are Pell-eligible.

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

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

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

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

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

## B. Staff Demographics

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

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

### C. Faculty Demographics

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

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

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

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

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

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

## UNIVERSITY DIVERSITY GOALS AND STRATEGIES

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

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

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

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

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

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

- Assess UB with regard to the [Multicultural Organization Development Model](#)<sup>2</sup> 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.

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<sup>2</sup> 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.

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

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

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

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

Strategy 5: Promote a more inclusive and welcoming environment.

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

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

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

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

Strategy 1: Develop a staff diversity recruitment and retention plan

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

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

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

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

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

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



- 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)

|                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Goal 5: Build upon existing partnerships and create new partnerships that enhance the University’s commitment to and work with diverse populations</b></p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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.

## **THE UNIVERSITY OF BALTIMORE**

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

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

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

### **A. Student Demographics**

Enrollment at the University of Baltimore is the most diverse of Maryland's public 4-year universities, as measured by the Campus Diversity Index<sup>1</sup>, attracting an exceptionally diverse student body relative to race and socio-economic circumstances. UB serves the working-age population of Baltimore and Maryland (average age for undergraduate students is 27; graduate, 32; and law 28) with a majority of students (90%) living in Maryland. Female students represent the majority of students; 58% at the undergraduate level and 60% at the graduate level. The majority of students are Pell-eligible.

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

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

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

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

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

## B. Staff Demographics

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

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

### C. Faculty Demographics

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

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

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

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

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

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

## UNIVERSITY DIVERSITY GOALS AND STRATEGIES

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

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

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

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

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

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

- Assess UB with regard to the [Multicultural Organization Development Model](#)<sup>2</sup> 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.

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<sup>2</sup> 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.

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

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

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

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

Strategy 5: Promote a more inclusive and welcoming environment.

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



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

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

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

Strategy 1: Develop a staff diversity recruitment and retention plan

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

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

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

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

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

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

- 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)

|                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Goal 5: Build upon existing partnerships and create new partnerships that enhance the University’s commitment to and work with diverse populations</b></p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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.

**UNIVERSITY OF MARYLAND,  
BALTIMORE**

# University of Maryland, Baltimore

## Spring 2021 Institutional Programs of Cultural Diversity Report

April 12, 2021

1. *A description of how the institution defines diversity (no more than **one page**); how did the institution develop that definition (e.g., processes, sources, and guidance used)?*

Diversity is a [UMB Core Value](#). The University is committed to a culture enriched by diversity and inclusion, in the broadest sense, in its thoughts, actions, and leadership. The University is engaging in an inclusive process to update the Core Values as a part of the 2022-2026 Strategic Planning process. In 2020, UMB convened a workgroup, counseled by Norman Augustine, former Chairman and CEO of the Lockheed Martin Corporation board, to review the core values before the planning process commenced. Mr. Augustine's efforts also include advising the 2019-2020 President's Fellows on developing a white paper exploring how to institutionalize the core values into the UMB culture.

A subgroup of the Diversity Advisory Council (DAC) developed a statement on cultural competence. The original purpose of the statement was to develop a common definition across the university. The subgroup used the definition of cultural competence established by the National Association of Social Work's (NASW) National Committee (2001) and endorsed by the NASW standards of "cultural competence" in social work practice, with some small modifications.

In November 2018, the Deans discussed the statement on cultural competence developed by the subgroup. The subgroup considered the feedback and shared the new draft with the DAC in February 2019. The following is the final [statement on cultural competence](#) adopted:

The University of Maryland, Baltimore (UMB) is committed and pledges to embrace cultural competence at all organizational levels and programs to improve outcomes for students, faculty, staff, and the community at large. "Cultural competence responds respectfully and effectively to all people in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each (all)."<sup>1</sup> The University will develop policies and engage in education, scholarship, and service delivery that promote and support cultural knowledge, skills, and attitudes. Together as a university community we commit to self-assessing and strengthening our own cultural competence by creating a climate that celebrates diversity and inclusion.

We propose that as a university we engage in the following activities to be able to implement this statement and achieve its purpose and outcomes:

1. Develop a process to engage each school at the leadership level and as a whole to implement and execute this statement within their respective schools.
2. Encourage the Center for Interprofessional Education (IPE) to develop IPE experiences for students of all schools in the area of cultural competence.
3. Create a clear message to the University community about this statement and the expectations for each member of the organization.

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<sup>1</sup> This is the definition of cultural competence by the National Association of Social Work's (NASW) National Committee (2001) and endorsed by the NASW standards of "cultural competence" in social work practice with some small modifications.

2. *A brief (no more than **one page**) highlight of the most successful ongoing and new institutional initiatives designed to address issues related to cultural diversity within the campus and the broader community and how their efficacy is measured;*
- UMB conducted a national search for its inaugural chief diversity, equity, and inclusion officer. Reporting to the president, the CDEIO/VP will begin on July 1 to serve as an advisor, leader, and catalyst for institutional change focused on diversity, equity, and inclusion.
  - In June 2020, UMB established an [Intercultural Center](#) and hired an inaugural Executive Director based on University task force recommendations. The Center provides support for students from marginalized and underrepresented communities and co-curricular experiences that positively influence students' cultural knowledge, skills, and attitudes and the UMB community.
  - In summer 2020, the School of Social Work hired an inaugural Assistant Dean for Diversity, Equity, and Inclusion and established an [Office for Diversity, Equity, and Inclusion](#) to build and foster diversity, equity, inclusion, social justice, anti-racism, anti-discrimination, restoration, reconciliation, and accessibility.
  - The Graduate School established an inaugural Committee on Diversity, Equity, and Inclusion in July 2020, and appointed an inaugural Chief Equity, Diversity, and Inclusion Officer in spring 2021.
  - In March 2021, the Graduate School received approval from the Board of Regents to offer a Master of Science in Diversity, Equity, and Inclusion Leadership (MS-DEIL), the first in Maryland. The program will be an extension of the existing [Intercultural Leadership post-baccalaureate certificate \(PBC\)](#), established in fall 2019. The MS-DEIL will consist of 11 courses for 31 credits and will launch in fall 2022.
  - A [New Center of Excellence on LGBTQ+ Behavioral Health Equity](#) launched in spring 2021 out of the Institute for Innovation & Implementation in Social Work, providing health care practitioners with best and evidence-based practices and strategies that reduce disparities among the LGBTQ+ population across mental health and substance use disorder treatment. Grant funded by U.S. Department of Health & Human Services.
  - The Diversity Advisory Council advises University leadership and consists of representatives across each School and the central administrative units.. The DAC established an Anti-Racism Action Committee in summer 2020.
  - The School of Social Work, HeartSmiles, and the Black Mental Health Alliance collaborate to offer the Healing Youth Alliance to work with youth from the community to teach them about Healing Centered Engagement, the African Philosophy of Ubuntu, Trauma, and Mental Health in the African American Community. Several students met with President Biden's team to discuss issues facing today's youth.
  - In fall 2020, the Community Engagement Center relocated to a fully renovated historic property in the Hollins Market neighborhood to expand programming space by more than seven times the original location. Additional staff hired to increase the effectiveness of engaging neighbors throughout Southwest and West Baltimore. Programs, services, support, training, and activities center on diversity, equity, and inclusion.
  - Nursing received the 2020 Health Professions Higher Education Excellence in Diversity Award from INSIGHT Into Diversity magazine in recognition of annual learning objectives focused on cultural competence, education, and training included in faculty and staff performance reviews, integration of Restorative Justice practices, and facilitating dialogue and cultural and racial awareness through a Booked for Lunch Club.
  - UMB CURE (Continuing Umbrella of Research Experiences Program) Scholars, launched in fall 2015, is a comprehensive science pipeline initiative that excites students from three middle schools in the underserved neighborhoods of West Baltimore about science and exposes them to careers in health care, cancer research, and STEM. UMB CURE differs from the National Cancer Institute's CURE Program, from which it was modeled and originally funded, by engaging students early in their academic careers - beginning in 6<sup>th</sup> grade through college. UMB CURE has an annual student retention rate of over 92%, a weekly after-school attendance rate over 85%, and Saturday attendance rate of 78%. The program improved standardized math scores for 80% of the participants.
  - In fall 2020, all Social Work students required completion of the Structural Oppression and Its Implications for Social Work course, encouraging students to understand the causes, impacts, and strategies that address all forms of structural oppression based on race, gender, gender identity, sexual orientation, age, ability, etc.
  - The Francis King Carey School of Law received a \$5 million gift from biotech entrepreneurs Marco and Debbie Chacón to establish the Chacón Center for Immigrant Justice, dedicated to improving immigrants' lives and their families while providing invaluable training for future lawyers.
  - Efficacy measured using varying methods, including quantitative and qualitative assessments and evaluations, and the achievement of priorities and learning outcomes.

3. *A brief (no more than **one page**) discussion of the ways in which the institution anticipates COVID-19 most affecting – either negatively or positively – efforts to enhance diversity on campus. This may include, for example, acknowledgement of issues such as disproportionate impacts on retention and graduation among certain populations; the shift to distance education modalities limiting the ability to provide in-person programming; or, in contrast, the shift to online education providing opportunity for more students to access diversity programming.*

Positive Impacts:

- Increased access due to the School of Medicine holding virtual admissions interviews. Not having travel and lodging barriers allowed for broader diversity of applicants. Will consider virtual interviews in the future.
- Targeted admissions events held with HBCU's across the country.
- School of Medicine applicants would typically choose between attending the diversity dinner and the first look day due to personal financial constraints. Virtual events enabled students to participate in all events.
- Teaching online in the School of Dentistry allowed for diverse speakers with varying backgrounds, views, and geographic locations (e.g., Canada, Brazil, UK, NJ, FL) in the virtual classroom.
- Graduation numbers do not show a decline. The pandemic has not seemed to negatively affect retention or graduation of students.
- Virtual academic experiences provided flexibility and helped decrease inequities for students who are parents or caregivers. Paying for or identifying care became less of an issue.
- Technology increased student access due to the use of subtitles, captioning, and recording classes/events.
- In December 2020, UMB worked with the University of Maryland Medical System to open a clinic in the SMC Campus Center for health care workers and other front-line personnel to receive COVID-19 vaccinations beginning January 6. In March 2021, UMB took full responsibility for continuing the vaccine clinic. Key campus leaders included the Office of Emergency Management, School of Nursing, Student Affairs, School of Pharmacy, and Legal Affairs. UMB proactively contacted the Baltimore City Health Department (BCHD) to express our intention to serve UMB's neighbors and get as many people vaccinated as possible. UMB is now vaccinating Baltimore City residents referred by BCHD and eligible faculty, staff, and students from UMB. UMB is instrumental in vaccinating the community through partnerships, including the Centers for Medicare and Medicaid Services, the Esperanza Center to reach Spanish-speaking individuals, and the Indian Health Service to reach Native Americans. Over 30,000 vaccines administered at UMB thus far.
- UMB collaborated with Comcast to provide internet service for up to 1,000 families from 14 different partner schools in West Baltimore for one year, beginning fall 2020. Since the end of September, UMB used its community school coordinators to contact families from its 14 partner schools. UMB and Comcast identified around 600 families needing internet access and provided a self-installation kit. This collaboration resulted in the families setting up a router in their home safely. UMB hopes to expand this partnership with Comcast and is exploring opportunities to bring internet access to senior citizens in the community and extend the sponsorship beyond one year of coverage.
- A DAC representative appointed to each COVID-19 focus area. A COVID-19 diversity, equity, and inclusion (DEI) workgroup established to prioritize DEI during planning and response.
- Prioritized UMB as a family-friendly institution. Offered caregiving resources for students and employees.

Negative Impacts:

- Asian and Asian American members of the UMB community impacted by national anti-Asian hate.
- Flexible scheduling and telework not possible for all exempt and non-exempt staff.
- Underrepresented students and first-generation college students unable to benefit from building support networks and connections due to engaging in primarily virtual learning.
- Increased stress and mental health issues for students and employees.
- Stress of balancing home, caregiving, and work responsibilities.
- Schools will need to orient two new classes in fall 2021.
- Possibility of student loan debt increase. The majority of students have not been able to hold a federal work-study position due to regulations in place.



4. **Required Appendix:** *Each institution should provide, as an appendix, a copy of the diversity plan in place during the 2020-2021 Academic Year. Education Article §11-406 mandates that each public institution of higher education in the State develop and implement a plan 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;**

The 2017-2021 Strategic Plan (the “Plan”) embeds the UMB diversity plan. UMB requires each school dean and vice president to align its unit plan with a comprehensive strategy addressing six priority themes. All units completed this alignment by the conclusion of FY17.

Theme 1 – Health, Justice, and Social Impact and Theme 4 – Inclusive Excellence directs efforts to impact DEI outcomes in UMB’s internal and external environment. Twice yearly, each unit updates the status of the goals in its aligned plan.

Approximately 25% of the 314 Plan goals address the preceding themes, with the majority of the strategies fully implemented, nearing completion, or showing significant progress as of December 31, 2020. The Plan’s annual reports and summaries are available for review at <https://www.umaryland.edu/about-umb/strategic-plan/2017-2021-strategic-plan/progress-report/>.

UMB is embarking on the planning process for its 2022-2026 Strategic Plan, which will be in place by July 1, 2021. Steering and Logistics committees formed that include representation from across UMB’s seven schools and University-wide departments and offices. These committees will aid in seeking input and developing plan themes and goals; drafting, finalizing, and adopting the plan; and designing a process for its implementation. New initiatives will advance anti-racism, DEI, and social justice efforts. Plan developers will pay considerable attention to setting key performance indicators and measuring and reporting on these activities’ impact.

UMB commenced a national search for a chief diversity, equity, and inclusion officer and vice president (CDEIO/VP) in July 2020. The CDEIO will be an advisor, leader, and catalyst for institutional change focused on DEI at the institutional level, and will help UMB continue to advance DEI. Dr. Diane Forbes Berthoud will begin in this inaugural role on July 1, 2021 and will play an instrumental role in advancing DEI strategic initiatives.

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

The University of Maryland, Baltimore remains committed to elevating and addressing issues impacting the well-being of faculty, staff, and students and the campus climate for diversity. Evidence of UMB’s commitment includes the recent recruitment and hiring of its inaugural Chief Diversity, Equity, and Inclusion Officer/Vice President, a cabinet-level position reporting to President Bruce Jarrell. Dr. Forbes Berthoud joins UMB on July 1, 2021. Among Dr. Forbes Berthoud’s charge is to deepen and strengthen UMB’s commitment to DEI and anti-racism. She will design and operationalize a transparent accountability framework that measures and evaluates the impact of DEI initiatives.

Students

A variety of initiatives within UMB’s seven Schools and across the university advance cultural diversity among students. In addition to ongoing strategic initiatives, the university has been responsive, through messaging and actions, to critical societal issues impacting our student and campus community, including violence against the Black community and anti-Asian hate.

Over the past year, significant initiatives that positively influenced the campus climate for diversity for students included the establishment of the following: inaugural Intercultural Center and Executive Director of the Intercultural Leadership and Engagement Center; inaugural Assistant Dean for Diversity, Equity, and Inclusion and [Office for Diversity, Equity, and Inclusion in the School of Social Work](#); and an inaugural Committee on Diversity, Equity, and Inclusion and Chief Equity, Diversity, and Inclusion Officer in the Graduate School. The University Student Government Association established an equity committee and a diversity, equity, and inclusion officer position.

UMB continues to assess the student campus climate for diversity every two years. The Education Advisory Board Campus Climate Survey was administered to students in spring 2018 and 2020. The survey results inform our understanding of students' experiences, perceptions, and behaviors with diversity and inclusion at UMB. These data inform the development of action items within UMB Student Affairs, the Schools, and across the university. Student Affairs used the survey results to inform the development of support websites for diverse student populations (e.g., Transgender and Non-Binary Resources, Student Veterans, Student Parents and Caregivers, Off-Campus Housing Information during COVID-19, DACA and Undocumented Student Resources, online students). Campus climate results will also inform diversity strategic planning using an anti-racism lens within UMB Student Affairs.

During the pandemic, enhanced resources and programming focused on students who are caregivers. Student Affairs and Human Resources Services collaborated to contract with CompPsych to provide resources to students who are caregivers. Additionally, accessibility in digital communication and transcriptions enhanced during the pandemic.

A Student Pantry will launch in fall 2021 to assist students experiencing food insecurity. A name administration form was implemented allowing students, faculty, and staff to indicate their preferred/primary name. The University provided best practices for faculty and staff displaying pronouns in email signature lines.

### Faculty/Staff

Human Resource Services (HRS) works closely with the Diversity Advisory Council (DAC) and each of the schools and vice president-led units to further make UMB a more diverse and inclusive environment. HRS established goals that include staffing and development action items created in collaboration with the DAC. HRS looks forward to collaborating with Dr. Forbes Berthoud to improve UMB's DEI employment and employee-related outcomes.

HRS fosters a diverse and inclusive environment at the University. HRS operations span the University. Through our people-related processes, we collaborate to 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 critical areas, including staff and faculty training, organizational development, employee relations, and recruitment. UMB has increased its efforts to recruit administrators with the expertise and lens to improve diversity outcomes throughout the institution. HRS demonstrates our commitment to DEI 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. University leadership, HRS, Institutional Effectiveness, Strategic Planning and Assessment, and the DAC's Anti-Racism Action Committee are examining trends, evaluating survey results, and other metrics to inform our diversity efforts and positively impact our diversity and inclusion goals.

HRS continues its collaborative efforts with the DAC during the recent development of programs to combat Anti-Asian Hate and other emerging areas of concern during the COVID-19 pandemic.

### **iii. A description of how the institution plans to enhance cultural diversity (if improvement is needed);**

- Cultural diversity enhancement will continue to be addressed in UMB's 2022-2026 Strategic Plan and will remain a foundational pillar of our core values.
- UMB has elevated DEI with the newly-appointed cabinet-level position, a CDEIO/VP reporting directly to the president. The DAC will continue its advisory role.
- Many UMB employees are members of underrepresented groups. Reducing barriers to employment and encouraging career mobility remain top priorities for HRS. The institution needs to improve and publicize its career development activities, particularly to employees with limited career paths or significant wage improvement chances.
- In June 2020, UMB established an [Intercultural Center](#) and hired an inaugural Executive Director to advance DEI and anti-racism priorities across the university. The Center is playing an integral role in providing support for students from marginalized and underrepresented communities and co-curricular experiences, workshops, and trainings that positively influence the cultural knowledge, skills, and attitudes of students and the UMB community.
- DEI and anti-racism efforts have been elevated and advanced in the Schools and across the university due to many initiatives, which includes the appointment of inaugural diversity officer positions in many schools and the creation of new initiatives (e.g., committees, programming).

**iv. A process for reporting campus-based hate crimes;**

The University of Maryland, Baltimore Police Department (UMBPD) adheres to interdepartmental policy and procedures outlined in Written Directive 807 entitled, "Jeanne Clery Campus Security Act". This policy states: It shall be the Department's policy to comply with federal laws impacting the daily administration and operation of the UMBPD and to comply with obligations and requirements of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act). We publish and distribute an annual Clery Report to the U.S. 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 October 1 of each year by the agency's Technical Services, and Records Lieutenant or designee, consistent with the Clery Act mandates. An annual notice of the availability of the annual Clery Report generated and made available to all current students and employees by the Technical Service and Records Lieutenant or designee no later than 10 days from the date of publication of the report by the U.S. Department of Education.

As a public safety organization, UMBPD provides policy disclosures, 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 initiated annually by August 1 using an electronic online submission to the U.S. Department of Education. The submission of all Clery Act reportable statistical data, including hate crimes, completed annually to comply with the 2008 Amendments to the Clery Act, which mandates that hate crimes are reported in the published annual Clery Report.

In support of the mandated requirements for compliance by the UMBPD, the Clery Act; Title 20, USC, SS 1092 (f), the records section requests required reporting from the Baltimore Police Department's Central and Western Districts, which surround the University. The UMBPD makes crime logs available to all students, employees, prospective students, prospective employees, and members of the community.

UMBPD also works with the Title IX Coordinator. The Title IX Coordinator works closely with the Department's Clery and Victim Assistance Coordinators as needed. The 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 UMB community, the Title IX Office can establish a review process that includes assuring accountability for actions substantiated as having occurred. When the impacted party is a member of the UMB community, the Title IX Coordinator can provide support and assistance to assure ongoing access to work, school, and other services.

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

UMB professional schools can recruit and retain some of the best underrepresented minorities, but often, 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 offers richness to human services and health care educational experiences.

Minority students represented 3,192 (45%) of the 7,087 enrollment total during spring 2021. UMB awarded \$3,630,902 in state funds to 422 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 and Research Technology. Forty-one percent of minority students enrolled in spring 2020 received diversity state funding. Minority diversity differs based on the school/program.

**2020 - 2021 Academic Year Diversity Awards**

| <b>Unit</b>                                           | <b>Dollar Amount</b> | <b>Number of Students</b> |
|-------------------------------------------------------|----------------------|---------------------------|
|                                                       |                      |                           |
| School of Medicine – MD                               | \$2,325,000          | 86                        |
|                                                       |                      |                           |
| School of Dentistry – DDS                             | \$472,000            | 86                        |
|                                                       |                      |                           |
| School of Dentistry – BSDH                            | \$0.00               | 0                         |
|                                                       |                      |                           |
| Carey School of Law – JD                              | \$367,000            | 26                        |
|                                                       |                      |                           |
| School of Pharmacy - Pharm D                          | \$136,590            | 44                        |
|                                                       |                      |                           |
| School of Social Work – MSW                           | \$179,045            | 77                        |
|                                                       |                      |                           |
| Physical Therapy – DPT                                | \$18,283             | 10                        |
|                                                       |                      |                           |
| School of Nursing – BSN                               | \$83,001             | 83                        |
|                                                       |                      |                           |
| Department of Medical & Research Technology - BS-DMRT | \$24,940             | 10                        |
|                                                       |                      |                           |
| <b>Total Awarded</b>                                  | <b>\$3,630,903</b>   | <b>422</b>                |

**UNIVERSITY OF MARYLAND,  
BALTIMORE COUNTY**

## **Spring 2021 Institutional Programs of Cultural Diversity Report**

**Institution:** University of Maryland, Baltimore County (UMBC)

**Date Submitted:** April 12, 2021

**Point of Contact:**

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### **Section 1**

At UMBC, diversity is defined 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, gender identity, ability, nationality, non-traditional student status, as well as other important characteristics. The UMBC Strategic Plan included in its preface, “[w]ith 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.” In addition, UMBC’s new vision statement which was adopted in 2016 states: “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.”

When developing UMBC’s 2019 diversity plan, UMBC integrated the broad diversity and inclusion goals from its prior 2009 plan with the specific, diversity and inclusion-related goals originating from UMBC’s 2016 strategic plan. This planning process was inclusive of all campus stakeholders and identifies inclusion and diversity as both goals and recommendations in each of the four focus areas: the student experience, curriculum and pedagogy, extended connections and community and engagement and collective impact in research, scholarship and creative activities. Founded on the strategic plan, UMBC’s strategic planning implementation plan was developed by UMBC’s President and the Council of Vice Presidents and Deans, and published in 2018. UMBC’s Diversity Plan contains an annual update portion that integrates the specific, diversity-related strategies and initiatives derived from this implementation plan (identified for 2018- 2020 and continuing from 2016-17 and 2017-18).

It is important to note that UMBC frequently implements its plans for inclusion and diversity through programs and initiatives that form part of the normal course of daily operations of the University, without specifically designating them as diversity programs. In this way, UMBC has integrated many of its diversity related programs into the fabric of how it supports all students, faculty, staff, and through community engagement. Many of these components are nevertheless an important part of UMBC’s ongoing plan for supporting and enhancing cultural and racial diversity at UMBC.

## **Section 2**

Some of the most successful institutional initiatives designed to address diversity include:

- **Inclusion Council (UMBC's Office of Equity and Inclusion):** An advisory body of 25 faculty, staff and students that represent diverse populations across our community. This body has divided into 10 subgroups. These subgroups include over 100 additional community members and have been working throughout the 2020-21 school year to provide recommendations in a variety of equity and inclusion issue areas to university leadership.
- **Interfolio and Diverse Faculty Recruitment:** UMBC requires each search committee to create a diversity hiring recruitment plan, which includes an active recruitment strategy, draft job advertisement, and preliminary evaluation criteria. Plans are reviewed and approved by the respective Dean and the Provost Office. Each Dean is also charged with using Interfolio: Faculty Search to monitor the diversity of the applicant pools and make adjustments to the search if necessary. The STRIDE Committee provides peer education to support colleagues in conducting searches that reflect UMBC's core values of diversity and inclusion.
- **Gender Identity Workgroup:** This group, formed in Spring 2018, has been working to implement changes to make our community more inclusive of people with diverse gender identities. In Summer 2020, the group launched a self-service tool for students to provide their gender identities and pronouns across university platforms. Moving forward, this information will be collected via the Common App for all incoming students.
- **Office of Academic Opportunity Programs (AOP):** Provides resources and support to students who are traditionally underrepresented such as: Educational Talent Search (provides exposure to postsecondary education options to low-income, first-gen middle and high school students in Baltimore County), Upward Bound (promotes enhancement of student skills in Baltimore City and County schools through academic and cultural enrichment including emphasis on STEM). AOP also houses the McNair's Scholars Program, the Louis Stokes Alliances for Minority Participation, the First Generation Network, U-RISE (increases representation in Ph.D programs and research careers in the biomedical sciences), and the Meyerhoff Scholars Program (nationally recognized for its success in increasing representation in science and engineering).
- **Student retention and academic success:** the Division of Undergraduate Academic Affairs offers the Returning Women Student Scholars program aiming to increase academic success. Additionally, UMBC offers the Discovery Scholars Living-Learning Community, First-Year Seminar, Introduction to an Honors University, New Student Book Experience, Summer Bridge Program, and Transfer Seminars. The Academic Success Center provides centralized support services to all undergraduate students at UMBC. Enrollment Management hosts reception events for academically talented African American and Latinx high schoolers, financial aid outreach



with Building Steps (encourages first gen and minority students in Baltimore City to attend college, focus on STEM), Golden Ticket Pre-Orientation Advising (provides first gen students and families the opportunity to learn more about academic requirements and planning tools), and partners with Raise.me to offer micro-scholarships to promote higher education to low-income, first gen students.

### **Section 3**

Some of the ways UMBC anticipates COVID-19 will most affect efforts to enhance diversity on campus include:

- **Diversity in Graduate and Undergraduate Enrollment:** For both graduate and undergraduate recruitment and enrollment initiatives, the COVID-19 pandemic continues to have a serious financial impact on students and their families. Students and families are rethinking their academic plans, considering options and even delaying their education. This changing financial landscape will require not only additional financial resources to support both the recruitment and retention of students but also flexibility in our approach to the delivery of instruction and academic and support services as students and families balance their responsibilities. UMBC's move to mostly remote instruction in March 2020 and continuing through the spring 2021 semester has had a disproportionate impact on students from low-income and other families with poor access to the internet and appropriate computing resources although we have developed comprehensive supports to mitigate such impacts. We continue to actively monitor, both individually and collectively the success of our students and provide a variety of intervention and support mechanisms such as those developed by our new Academic Success Center and Student Advocates. One positive impact of the move to remote instruction is our ability to serve over 120 returning students to complete their degrees through our Finish Line Program.
- **Diversity in Faculty Hiring:** During this pandemic and continuing movements for social justice and equality, UMBC is committed to the recruitment, retention, and advancement of underrepresented minority faculty, who are disproportionately affected by these crises. Due to COVID-19 and the resulting significant reduction of our State appropriation, our ability to hire new faculty and faculty replacements has been severely constrained. Notwithstanding these challenges, faculty diversity and inclusive excellence remains a guiding principle of our institution in any faculty hiring during FY21. We have prioritized faculty hiring through our Postdoctoral Fellowship for Faculty Diversity, we have successfully converted all three fellows from Cohort V to assistant professor positions at UMBC, and will welcome two new fellows, one of whom is the inaugural fellow for faculty diversity in the Arts, in Cohort VI in July 2021.
- **Diversity in Student Affairs and Services:** The Division of Student Affairs has been careful to take into consideration the various ways students are being impacted by COVID-19, ongoing racial unrest in our country, and the dramatic changes in employment and income across the

nation. Along with health, sense of belonging, and safety, exploring access, equity, and inclusion remain at the forefront of our decision making.

- **Office of Equity and Inclusion:** The Office of Equity and Inclusion (OEI) continues to receive reports through the online reporting form. Office staff have pivoted to offering intake, providing ongoing support and conducting investigations remotely. The transition to remote work provides additional equity and inclusion challenges for students, faculty and staff, and OEI continues to engage in new and innovative methods for hearing, responding to and resolving equity and inclusion issues for our community.

## **Section 4**

### **Appendix: Diversity Plan**

#### **2019 Diversity Plan-UMBC 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:

- To ensure access to educational and employment opportunities for a diverse, student, faculty, and staff community
- To encourage and support individual development and advancement
- To provide conditions for personal success

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

UMBC Goal:

- 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; Drescher)
- 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 “Financial Smarts 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)

## **FOUNDATIONS**

- 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.

working to incorporate restorative practices into curriculum, policy and procedures across campus.

**UNIVERSITY OF MARYLAND,  
COLLEGE PARK**

## **CULTURAL DIVERSITY ANNUAL PROGRESS REPORT UNIVERSITY OF MARYLAND, COLLEGE PARK**

**Institution:** University of Maryland, College Park

**Date Submitted:** April 12, 2021

**Point of Contact:** Georgina Dodge, [gdodge1@umd.edu](mailto:gdodge1@umd.edu)

**1. A description of how the institution defines diversity (no more than one page); how did the institution develop that definition (e.g., processes, sources, and guidance used)?**

In the spring of 2020, the Vice President for Diversity and Inclusion convened a departmental working group comprised of members of the Office of Diversity and Inclusion (ODI) and the Office of Civil Rights and Sexual Misconduct (OCRSM) to develop definitions that would provide guidance for the units and, by extension, for the University of Maryland. Due to the revision of the units' websites, which includes shifting to an accessible platform, those definitions have not yet been publicized, but I share the definition of "diversity" in anticipation.

- **Diversity:** The full spectrum of human identities, backgrounds, experiences, and their intersections. (Our work for diversity advocates a strategic balance of these factors as understood through the lens of institutional and societal power.)

Diversity is further defined through university policies that are based on state and federal laws and guided by system policies. Our policies ensure that university programs, activities, and facilities are available to all, and that prohibit discrimination or harassment based on race, color, sex, gender identity or expression, sexual orientation, marital status, age, national origin, political affiliation, physical or mental disability, religion, protected veteran status, genetic information, personal appearance, or any other legally protected class (VI-1.00(B)). The preceding diverse identities are also protected from discrimination with regard to employment practices, "including recruitment, advertising, job application procedures, hiring, upgrading, training, promotion, transfer, compensation, job assignments, benefits, and/or other terms, conditions, or privileges of employment, provided the individual is qualified, with or without reasonable accommodations, to perform the essential functions of the job. This policy applies to all jobs at the University of Maryland (VI-1.00(A))."

**2. A brief (no more than one page) highlight of the most successful ongoing and new institutional initiatives designed to address issues related to cultural diversity within the campus and the broader community, and how their efficacy is measured.**

**Faculty Advancement at Maryland for Inclusive Learning and Excellence (FAMILE):** Announced by the Interim Provost on March 9, 2021, FAMILE is a diversity initiative aimed at increasing the number of underrepresented tenured or tenure-track faculty at the university. The goal is to increase faculty diversity and add over 100 new tenured or tenure-track faculty in departments and units across campus based on demonstrated diversity objectives. This program has three components, including: 1) President's Postdoctoral Fellowship Program; 2) Assistant Professor Targeted Hire Program; and 3) Senior Targeted Hire Program. A primary focus is the creation of a welcoming and embracing climate in which each recruit is incorporated into a collegial academic community and is exposed to a set of connections that will advance the person's expertise, career, and sense of agency. Thus, each unit/college in its request for funding for the specific programs will have to submit a Faculty Retention Plan. The total commitment by the University with matching funds from the Deans is estimated at more than \$40M over the next 10 years. Efficacy will be measured through institutional employment data and comparison to institutional peers.

**TerrapinSTRONG:** Announced by President Pines when he assumed the presidency on July 1, 2020, TerrapinSTRONG is an affirmative set of shared values, actions, identity and agency that connects all University of Maryland community members. The vision of the program is to create an inclusive environment where every member of our community feels that they belong and are empowered to reach their full potential. To be TerrapinSTRONG is to: 1) Engage diversity to impact grand challenges of our times. We invest in knowledge, skills and practices that enable us to work collaboratively in advancing our diverse, globally connected society; 2) Acknowledge the role the University of Maryland has played throughout its history in denying access and full participation. We rest on indigenous land that was stolen from the Piscataway People by European colonists, and plantation land granted to us by slaveholders. We recognize patterns of disenfranchisement and discrimination that have restricted participation based on individuals' race, sex, gender identity or expression, sexual orientation, socio-economic background, physical or mental disability, national origin, and religion; 3) Celebrate University of Maryland traditions, trailblazers, and communities. We show Terrapin Pride; 4) Take actions to advance diversity, equity, inclusion and social justice. We advocate for human rights within our personal lives, our fields or areas of study, and the university community. This new initiative remains in development, focusing on an onboarding segment for incoming students and new employees. Elements of the program were initiated by academic colleges in spring 2021 and feedback from student evaluations indicate that students believe their participation increased their sense of belonging, which is particularly important during the pandemic and resulting online instruction and interaction. Efficacy will be measured by continuing surveys and other measures, including retention and community feedback.

**Diversity Education Task Force:** Convened in 2018, DETF has issued recommendations to improve campus diversity and inclusion climate. These include modifying the existing diversity requirement category labels and learning outcomes, adding explicit diversity content to gateway courses, offering diversity and civic engagement credentials and highlighting the value of micro-credentials to employers, and requiring all majors to include discipline-relevant diversity education. Each of these recommendations, in addition to others, will require different metrics for evaluation, and a primary consideration is that fulfilling these recommendations should not add more required credit hours to degrees.

**The 1856 Project:** UMD has joined the national organization of Universities Studying Slavery, housed at the University of Virginia, and our chapter is titled The 1856 Project to coincide with the founding year of our institution. While still in formation, 1856 is poised to become an important contributor to the full understanding of the ways in which slavery, segregation, and activism has impacted UMD since its very beginnings. A diversity of initiatives such as a digital historical database of the campus and community as well as courses in history and archeology have been proposed. Efficacy will be determined through the appropriate metrics for each programming category.

**Bowie State University-University of Maryland Social Justice Alliance:** Launched in October 2020 in partnership with the Lt. Richard Collins III Foundation, the BSU-UMD SJA honors the legacy of BSU alumnus Lt. Collins and promotes social justice on both campuses through shared programs, courses, and other forms of cultural and intellectual partnership. The alliance addresses critical issues facing campuses, communities and the nation by engaging our students and communities to bring about the social justice change we want to see. The alliance will host public programming, including symposiums and a national conference, to stimulate conversations and direct action for change. The alliance will provide learning opportunities for BSU and UMD students by infusing social justice education in the curriculum and experiential activities. Efficacy will be determined by appropriate measures, including evaluations, surveys, and participation counts.



**Record-breaking Applications:** UMD has received a record-breaking achievement of 50,000 applications for admission, which includes record-high applications from Black and Latinx students. This milestone was achieved through the strategic approaches we have taken across campus to create an inclusive environment as well as increased outreach to BIPOC students. The following are some of the contributing factors to our success:

- Maryland Ascent Program helps high school students who are first-generation from Baltimore City and Prince Georges county navigate the college admission process, providing one-on-one counselling from start to finish;
- SAT and ACT scores optional, which has been extended through 2023;
- Incentive Awards Program provides full academic scholarships and other wraparound support services to students from underserved communities in Prince George's County, Baltimore City, and Montgomery County.

In addition, our Black students graduate at a much higher rate than many of our peer institutions. UMD is ranked among the top of our Big Ten peers in our 6-year graduation rate for Black and African American students; our 6-year graduation rate for Black and African American students is 81.3%, compared to a mean rate of 71.3% among our Big Ten peers. We are also ranked No. 1 among AAU universities for the number of bachelor's degrees conferred to African-American students. For Latinx students, our graduate rate is 81.5% compared to 76.6% for our peers. While we still have much more to accomplish, our data demonstrates that our strategies have had impact.

- 3. A brief (no more than one page) discussion of the ways in which the institution anticipates COVID-19 most affecting – either negatively or positively – efforts to enhance diversity on campus. This may include, for example, acknowledgement of issues such as disproportionate impacts on retention and graduation among certain populations; the shift to distance education modalities limiting the ability to provide in-person programming; or, in contrast, the shift to online education providing opportunity for more students to access diversity programming.**

It is common knowledge that the loneliness and isolation enforced by the pandemic has been psychologically destructive to all members of our campus community due to the lost physical connection and continuity of campus life. We have experienced two suicides this year, both of trans students who were vital and popular members of our community; their loss has reverberated across campus. Our faculty have been sensitive to these issues as well as others such as the lack of digital access experienced by some students, and we have emphasized the need to consider limitations that students may face due to technology, upheaval and loss in their personal lives, and overall mental health. It has been hard for students to remain invested, with Zoom awkwardness and fatigue taking its toll both in courses and in some diversity programming.

That said, much of our programming has generated new audiences and we have seen attendance increase x10 for our anti-racism series. The focus on racism resulting from George Floyd's death, anti-Asian attacks, and the disproportionate impact of the covid pandemic on Black and Brown communities has led to examinations of the country's legacy of racism and enabled us to start and sustain difficult conversations. The massive increase in demand for training, consultation, and other forms of professional and personal development around issues of diversity gives me hope that this current inflection point will provide guidance for our futures.

## APPENDIX

- 4. Required Appendix:** Each institution should provide, as an appendix, a copy of the diversity plan in place during the 2020-2021 Academic Year. Education Article §11-406 mandates that each public institution of higher education in the State develop and implement a plan 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.

**4.i.** Attached to this report is a copy of UMD's 2010 diversity plan as well the recommendations of the 2018 recommendations of the Joint President/Senate Inclusion and Respect Task Force. Those recommendations have guided the activities and initiatives within the Office of Diversity and Inclusion. While we continue working to establish a more centralized delivery of DEI services, the recommendations of the Task Force have been predominantly met. The university is prepared to embark on implementing a new strategic plan, and a new diversity plan will be developed shortly thereafter. The alignment between the two plans will be critical, and the importance of having a standalone diversity plan with timelines will enhance accountability.

**4.ii.** We address our cultural diversity by embracing it. During the past year, the Vice President for Diversity and Inclusion and the Vice President for Student Affairs, along with the President as merited, have met with a group of approximately 30 Black student leaders to discuss student demands that have been brought forward over the years. We have honed those demands to 25 action items that the university will pursue to address cultural diversity, and we have developed a website that promotes accountability and provides transparent information to the university community: <https://diversity.umd.edu/black-student-leaders/>. This partnership has been recognized nationally and was recently featured in an extended article by our Diamondback student newspaper: <https://dbknews.com/2021/04/06/umd-black-student-demands-issues-project/>. We are also meeting with Black graduate students as well as other constituency groups to better understand the issues groups encounter and how we can address them.

We have held "Community Conversations" with small groups of students, faculty, and staff (separate groups for exempt and non-exempt) to discuss campus issues related to DEI. We will be continuing those conversations to gather more input on how we can address campus concerns.

**4.iii.** While this has been addressed in previous sections of this report, it is important to reiterate that our efforts are as transparent as possible in order to ensure campus involvement.

**4.iv.** Hate crimes should be reported to campus police and bias incidences reported to Bias Incident Support Services (BISS). Our updated bias incident response protocol can be found here: <https://diversity.umd.edu/bias/response/>, and a brief overview document is attached.

**4.v.** Additional funding for student financial aid, including adequate increases in Pell Grants, would be welcome. This includes scholarships directed towards state and county residents. In addition, ensuring that student support services are adequately funded through state budgeting would benefit retention efforts and contribute to closing the graduation gap. For example, our Office of Multi-ethnic Student Education (OMSE), which provides academic and logistical support for predominantly Black and Latinx students, relies heavily on fundraising rather than a base state budget. Providing additional state funding through the forms of grants focused specifically on supporting diverse students would create a statewide recruitment campaign that could then be supported by budgeted programming.



# Transforming Maryland

Expectations for Excellence in  
Diversity and Inclusion »





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

# Transforming Maryland

Expectations for Excellence in  
Diversity and Inclusion »

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

DECEMBER 2010

ENDORSED BY THE UNIVERSITY SENATE  
ON SEPTEMBER 16, 2010

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

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

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

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

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

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

Wallace D. Loh  
President

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

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

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

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

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

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

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



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

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





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

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

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

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

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

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

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

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

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





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





### University of Maryland Leaders Embrace Diversity

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

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

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

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

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

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

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



## WHERE WE ARE TODAY: DIVERSITY ACCOMPLISHMENTS

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

### *The diversity of our students:*

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

### *The success of our students:*

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

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

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

### *The diversity of our faculty and staff:*

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



### III. Taking Stock: Diversity Initiatives at Maryland »





## University Offices that Promote Equity and Diversity

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

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

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

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

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

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

## Diversity in the Curriculum

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

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

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

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

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

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

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

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







## IV. Recommendations »

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

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

Our plan seeks to accomplish three goals:

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

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

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

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

### A. LEADERSHIP

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

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

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

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

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

##### *Strategies*

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



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



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

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

*Strategies*

A. The Provost's Office will:

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





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

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

## B. CLIMATE

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

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

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

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

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

### Strategies

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

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

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

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

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

*Strategies*

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







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

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

## C. RECRUITMENT AND RETENTION

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

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

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

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

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

#### *Strategies*

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



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

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

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

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

#### *Strategies/Undergraduate Students*

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





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

#### Strategies/Graduate Students

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

## D. EDUCATION

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

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

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

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



### Strategies

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



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

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

### *Strategies*

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

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

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

### *Strategies*

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



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

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## E. RESEARCH AND SCHOLARSHIP

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

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

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



### Strategies

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





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

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

#### *Strategies*

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

## F. COMMUNITY ENGAGEMENT

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

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

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

#### Strategies

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

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

#### Strategies

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







# V. Implementation »

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

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

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

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

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

*The chief diversity officer, president, and provost will:*

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





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

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

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

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

# Diversity Plan Steering Committee »

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

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

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

**Gloria Bouis**, Executive Director, Office of Diversity and Inclusion

**Kamilia Butler-Peres**, Undergraduate Student

**Linda Clement**, Vice President for Student Affairs

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

**Roberta Coates**, Assistant to the President and Staff Ombuds Officer

**Carol Corneilse**, Graduate Student

**Natalia Cuadra-Saez**, Undergraduate Student

**Gene Ferrick**, Assistant to the Dean, College of Computer, Mathematical and Natural Sciences

**Wanika Fisher**, Undergraduate Student

**Sharon Fries-Britt**, Associate Professor, Department of Education Leadership, Higher Education and International Education

**Steven Glickman**, Undergraduate Student; President, Student Government Association

**Gay Gullickson**, Professor, Department of History

**April Hamilton**, Associate Director, Division of Academic Affairs

**Paul Hanges**, Professor and Associate Chair, Department of Psychology

**Sharon Harley**, Associate Professor and Chair, Department of African American Studies

**Luke Jensen**, Director, Office of LGBT Equity

**Brian Kelly**, Associate Professor, School of Architecture, Planning, and Preservation

**Sally Koblinsky**, Assistant President and Chief of Staff; Professor, Department of Family Science

**Gretchen Metzelaar**, Director, Adele H. Stamp Student Union–Center for Campus Life

**Elliott Morris**, Undergraduate Student

**Kim Nickerson**, Assistant Dean, College of Behavioral and Social Sciences and School of Public Health

**Olgaldia Rosas**, Undergraduate Student

**Larry Hajime Shinagawa**, Associate Professor and Director, Asian American Studies Program

**Nancy Struna**, Professor and Chair, Department of American Studies

**Cynthia Trombly**, Director of Human Resources, University Relations

**Tanner Wray**, Director of Public Services, University Libraries

**Ruth Zambrana**, Professor, Department of Women's Studies





**Inclusion and Respect at the University of Maryland  
(Senate Document #17-18-03)**

**TO** Wallace D. Loh | President

**FROM** Daniel Falvey | Chair, University Senate

I am pleased to forward the accompanying legislation for your consideration and approval. Lucy Dalglish and Warren Kelley, Co-Chairs of the Joint President/Senate Inclusion and Respect Task Force presented Inclusion and Respect at the University of Maryland (Senate Document #17-18-03), which the University Senate approved, as amended, at its meeting on April 24, 2018. Please inform the Senate of your decision and any administrative action related to your conclusion.

**Approved:**

**Wallace D. Loh  
President**

**Date:**

**May 2, 2018**

Copies of this approval and the accompanying legislation will be forwarded to:

**Mary Ann Rankin**, Senior Vice President and Provost  
**Reka Montfort**, Executive Secretary and Director, University Senate  
**Michael Potala**, Vice President and General Counsel  
**Cynthia Hale**, Associate Vice President for Finance and Personnel  
**John Bertot**, Associate Provost for Faculty Affairs  
**Elizabeth Beise**, Associate Provost for Academic Planning & Programs  
**Sylvia B. Andrews**, Academic Affairs  
**Ja'Nya Banks**, Co-Chair, Joint President/Senate Inclusion & Respect Task Force  
**Lucy Dalglish**, Co-Chair, Joint President/Senate Inclusion & Respect Task Force  
**Warren Kelley**, Co-Chair, Joint President/Senate Inclusion & Respect Task Force  
**Andrea Goodwin**, Director, Office of Student Conduct  
**Jewel Washington**, Assistant Vice President, University Human Resources  
**Cassandra Lawson**, Manager, University Human Resources  
**Roger Worthington**, Interim Associate Provost and Chief Diversity Officer  
**Catherine Carroll**, Director, Office of Civil Rights and Sexual Misconduct  
**Joel Seligman**, Associate Vice President, Strategic Communications  
**Katie Lawson**, Executive Director, Strategic Communications  
**Steve Fetter**, Interim Dean & Associate Provost, Graduate School  
**Benjamin Bederson**, Associate Provost, Learning Initiatives  
**Dean Chang**, Associate Vice President, Innovation and Entrepreneurship  
**William Cohen**, Associate Provost & Dean, Undergraduate Studies  
**Susan Ellis Dougherty**, Director, International Student & Scholar Services  
**David Mitchell**, Chief of Police  
**Rosanne Hoas**, University of Maryland Police Department





## **Inclusion and Respect at the University of Maryland**

**PRESENTED BY** Co-Chairs Ja'Nya Banks, Lucy Dalglish, Warren Kelley

**REVIEW DATES** SEC – April 6, 2018 | SENATE – April 24, 2018

**VOTING METHOD** In a single vote

**RELEVANT  
POLICY/DOCUMENT** See Report for More Information

**NECESSARY  
APPROVALS** Senate, President

### **ISSUE**

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In the last few years, the University has been confronted with many of the same issues that have emerged across the country. Concerns about the infiltration of hate groups, incidents that have diminished the experience of many of the members of our campus community, and a significant tragedy that has forever changed our community have led to a collective call for action. Members of our community have expressed concerns about safety and security; transparency; and the impact of hate/bias incidents on our campus. In response to these concerns, President Loh and the University Senate created the Joint President/Senate Inclusion & Respect Task Force 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.

### **RECOMMENDATION(S)**

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The Inclusion & Respect Task Force makes recommendations for a comprehensive diversity and inclusion initiative in nine areas: (I) Values of the University, (II) Prevention & Education, (III) Hate/Bias Incident Response, (IV) Centralization, (V) Communication, (VI) Evaluation & Assessment, (VII) Free Speech & Freedom of Expression, (VIII) Current Policies and Guidelines, and (IX) Resources & Implementation as shown in the attached report.

### **TASK FORCE WORK**

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The Task Force gathered information on campus climate, reviewed campus policies and procedures for response to hate/bias incidents, assessed efforts to provide prevention and education training and the effectiveness of those programs, reviewed scholarly research on bias in higher education, reviewed peer institution data, considered how to address the intersections of free speech and hate speech in campus policies, considered how campus messaging and communication could be used to promote an inclusive campus atmosphere, and explored strategies for fostering a campus environment that is intolerant of hate and bias. Throughout its work, the Task Force engaged members of the campus community, holding three campus-wide open forums, meeting with faculty, staff, and student groups, and consulting with a variety of administrative units involved in programming and implementation of diversity efforts. The Task Force deliberated on guiding

principles, developed and refined recommendations, and consulted with administrators and offices that may be impacted by the recommendations.

The Task Force unanimously approved the proposed recommendations on March 29, 2018.

## **ALTERNATIVES**

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The University could continue with its current efforts in the areas of diversity and inclusion programming, hate/bias response, and campus climate assessment.

## **RISKS**

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There are no known risks to the University if these recommendations are implemented.

## **FINANCIAL IMPLICATIONS**

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The University will need to provide the necessary resources for the development and implementation of all of the elements of these recommendations.



**INCLUSION AND RESPECT AT THE UNIVERSITY OF MARYLAND****2017-2018 Task Force Members**

**Ja'Nya Banks** (Co-Chair, Undergraduate Student, SGA Diversity Committee Chair)  
**Lucy Dalglish** (Co-Chair, Dean, Philip Merrill College of Journalism)  
**Warren Kelley** (Co-Chair, Assistant Vice President, Division of Student Affairs)  
**Oscar Barbarin** (Faculty, Department Chair, African-American Studies)  
**Lillia Damalouji** (Undergraduate Student, College of Behavioral & Social Sciences)  
**Zein El-Amine** (Faculty, College of Arts & Humanities)  
**Rosanne Hoaas** (Non-Exempt Staff, University of Maryland Police Department)  
**Luke Jensen** (Exempt Staff, LGBT Equity Center, Office of Diversity & Inclusion)  
**Diane Krejsa** (Ex-Officio, Office of General Counsel)  
**Roz Moore** (Exempt Staff, Division of Student Affairs)  
**Vincent Novara** (Faculty, University Libraries)  
**Ishaan Parikh** (Undergraduate Student, College of Computer, Mathematical, & Natural Sciences)  
**Melanie Pflucker** (Graduate Student, GSG Diversity Committee Chair)  
**Nicole Pollard** (Alumnus & Trustee)  
**Rashawn Ray** (Faculty, Sociology)  
**Ana Sanchez-Rivera** (Graduate Student, College of Behavioral & Social Sciences)  
**Timea Webster** (Non-Exempt Staff, Office of Diversity & Inclusion)  
**Roger Worthington** (Chief Diversity Officer, Office of Diversity & Inclusion)

**Date of Submission**

**March 30, 2018**

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## EXECUTIVE SUMMARY

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### **Our charge**

The University of Maryland President and the University Senate Chair appointed a Task Force comprised of faculty, staff, and student representatives from across campus in August 2017 to consider how best to nurture a campus climate that is respectful and inclusive, stands against hatred, and affirms the values that define the University.

The Task Force gathered information on campus climate, reviewed campus policies and procedures for response to hate/bias incidents, assessed efforts to provide prevention and education training and the effectiveness of those programs, reviewed scholarly research on bias in higher education, considered how to address the intersections of free speech and hate speech in campus policies, considered how campus messaging and communication could be used to promote an inclusive campus atmosphere, and explored strategies for fostering a campus environment that is intolerant of hate and bias.

### **What we heard from the campus community**

Task Force members met with hundreds of faculty, staff, and students through town hall meetings, conversations with representative faculty, staff, and student groups, and individual meetings with stakeholders. Among the consistent messages heard from those groups and individuals were:

- Recent campus hate/bias incidents have caused faculty, staff, and students to be concerned about their safety and the safety of others on campus. Despite data that show that the University provides a safe environment, there is a difference between being safe and feeling safe.
- There is a lack of understanding of the experiences of minority members of the campus community.
- Hate groups are increasingly targeting campus communities with propaganda and persuasion, largely using social media channels.
- Many students believe that campus leaders are not concerned about hate/bias incident, nor do they understand student fears.
- 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.
- 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.
- Due to cultural differences, international students may need additional outreach.
- Faculty, staff, and students repeatedly voiced doubt that the Task Force recommendations would be implemented.

## **Task Force members made the following conclusions**

- There is no consistent understanding among faculty, staff, and students of what the University's values are or what it means when campus leaders say certain conduct or speech violates University values.
- There is substantial concern with the way the administration communicates with audiences and the tone it sets when hate/bias incidents occur on campus.
- Diversity programming is not comprehensive and does not have a broad overarching vision.
- The University must do more to demonstrate its commitment to safety and must act assertively against threatening and intimidating conduct. At the same time, it must do more to promote civility and respect to foster an environment where free inquiry and debate can occur.
- There is a lack of understanding of how to balance free speech that is protected by state and federal laws with speech that is considered conduct that can be punished as a crime or as a violation of University policies.

## **Our recommendations**

The Task Force recommends numerous actions, including those highlighted below. The University should:

### Policies, Guidelines, and Procedures

- Adopt the proposed Values of the University, which should be ingrained into the experience of each member of the campus community and reinforced throughout their time at the institution. (p. 23)
- Adopt the proposed Policy on Threatening and Intimidating Conduct. (p. 31)
- Adopt the proposed Statement on Free Speech Values, promoting intellectual and academic freedom and recognizing that offensive speech that hurts, offends, or discredits may be protected by state and federal laws. (p. 28)

### Other recommended actions

- 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)
- 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. When serious verified hate incidents occur on campus, the University's leadership should denounce offensive speech or conduct that does not align with its core values. Likewise, when outside speakers engender hatred, University leadership should make clear that the speakers' messages violate University values. (p. 26)
- Provide opportunities for faculty, staff, and students to engage in meaningful counterspeech. (p. 28)
- 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. (p. 26)
- Consolidate all hate/bias incident reports and publish them on the ODI website, including the resolution of verified reports. (p. 26)
- Conduct biennial climate surveys of faculty, staff, and students. (p. 27)
- Refer review of campus policy and related guidelines on the use of physical facilities and demonstrations by outside groups to the Senate's Campus Affairs Committee. (p. 28)
- Develop a phased implementation plan and provide the necessary resources for implementation of the Task Force recommendations. (p. 30)

## INTRODUCTION

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The citizens of our country are diverse, and they reflect a variety of socioeconomic backgrounds, perspectives and outlooks, political viewpoints, and lived experiences. The diversity of perspectives in our nation is informed by our history of slavery and segregation as well as the subsequent struggles for civil rights and equality. While civility and respectful discourse have always been civic virtues, their use and role have been challenged in recent years. There has been a surge in hate crimes and bias incidents across the country, leading many to believe that our country has not progressed as far as it seemed. The changing political landscape has emboldened some to engage in racially and religiously motivated acts and expressions of hate that undermine the pillars of our society. While free speech and freedom of expression have been major tenets of the constitutional rights afforded to our citizens, some have used these rights to convey hatred without consideration of the impact that those statements have on their community.

Institutions of higher education have not been immune to these issues. Colleges and universities have seen a significant increase in hate crimes and incidents motivated by biases related to an individual's protected class, as in their race, national origin, ethnicity, religion, sexual orientation, sex, gender identity, or disability (Bauman 2018). In addition, hate groups have increasingly targeted recruitment efforts and propaganda at campuses across the country (Kerr 2018). Higher education institutions are struggling with the balance between fostering civil discourse and promoting academic freedom with upholding speech that is offensive but still protected under the First Amendment (Patton 2017; Kerr 2017).

While we have made progress towards inclusion, we need to be informed by our past in order to move forward. Diversity alone does not create opportunities for inclusion or understanding across differences. The challenge that the country and the University of Maryland face is not just one of diversity, equity, and inclusion, but also one of unity and creating a greater sense of belongingness.

## BACKGROUND

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The University of Maryland is a world-class public research institution with a thriving community of faculty who are leaders in their fields, staff committed to supporting the University's mission, and 40,000 academically talented students. The University is committed to excellence through fostering education, critical thinking, and intellectual growth; creating and applying new knowledge via research, scholarship, and the creative arts; enhancing the economic development of the state; and improving the surrounding community, nation, and world. The diversity of our faculty, staff, and students is a cornerstone of that excellence. The University's pursuit of excellence is bolstered by its strong commitment to secure and maintain a working and learning environment in which all members of its community are welcomed, feel safe, and can flourish, regardless of race, color, creed, sex, sexual orientation, gender identity, national origin, political affiliation, socioeconomic background, or disability.

In the last few years, the University has been confronted with many of the same issues that have emerged across the country. Concerns about the infiltration of hate groups, incidents that have diminished the experience of many of the members of our campus community, and a significant tragedy that has forever changed our community have led to a collective call for action. Members of our community have expressed concerns about safety and security; transparency; and the impact of hate/bias incidents on our campus. In response to these concerns, President Loh and the University Senate created the Joint President/Senate Inclusion & Respect Task Force (the "Task Force") 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.

The Task Force is led by Ja’Nya Banks, Student Government Association (SGA) Diversity Committee Chair; Lucy Dalglish, Dean of the Philip Merrill College of Journalism; and Warren Kelley, Assistant Vice President for Student Affairs. The membership of the Task Force includes representatives of the major campus constituencies (undergraduate students, graduate students, faculty, staff, and alumni) and includes faculty and staff with expertise relevant to the work of the Task Force. While the Task Force is representative of major constituencies, from its formation it acknowledged that it is not representative of the experiences of the entire campus community. The Task Force endeavored to incorporate the perspectives of a variety of campus stakeholders into its work in order to better understand their individual experiences and to develop recommendations that reflect their complex needs.

## DIVERSITY-RELATED INITIATIVES

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The University of Maryland has long embraced diversity as a core value and counts a diverse community among its greatest strengths. The University is committed to building an inclusive community that is enriched by differences, brings together people from the widest array of backgrounds and perspectives, and recognizes that excellence cannot be achieved without diversity. In 2010, the University reaffirmed that commitment by establishing the Diversity Strategic Plan - [\*Transforming Maryland: Expectations for Excellence in Diversity and Inclusion\*](#). This Plan aligns with the University’s Strategic Plan and sets forth strategies to achieve an environment for all members of the University community that acknowledges and celebrates diversity in all of its dimensions.

Since 2010, the University has made great strides towards achieving the goals outlined in the Diversity Strategic Plan. These efforts were predicated on the establishment of the Office of Diversity & Inclusion (ODI) and the Chief Diversity Officer position. In the past eight years, ODI has led the University’s major diversity initiatives.

In the past year, the University has continued its commitment to diversity by developing a variety of new initiatives and by committing significant resources into supporting diversity efforts more fully. The Chief Diversity Officer position is being elevated to vice president status to emphasize the value that the University places in this role. In addition, the University has established the Center for Diversity and Inclusion in Higher Education (CDIHE), which will serve as a national leader in research, policy, professional standards, and consultation for institutions across the country and abroad on critical issues related to diversity, inclusion, and social justice in higher education. The University has also committed resources to diversity-related educational efforts such as expanding the cultural competency sections in the General Education curriculum, finding ways to provide civics education, and developing training opportunities for incoming students. New systems to respond to hate/bias incidents have been developed, through the newly established [Hate/Bias Incident Reporting Response Protocol](#) and the Hate/Bias Response Team as well as the creation of the Hate/Bias Response Program Manager role.

The University has shown its commitment to developing diversity amongst the faculty ranks by establishing the Presidential Postdoctoral Fellowship, which provides opportunities for underrepresented minorities to prepare for faculty roles in academia and improves the pipeline of diverse faculty available for faculty positions and the Senior Hire Program, which provides opportunities to recruit senior underrepresented minority faculty to Maryland. The University’s



leadership is also committed to learning how to identify the infiltration of hate groups through training opportunities from the Anti-Defamation League (ADL). In addition, the University has recently initiated a review of its General Education curriculum diversity requirement to ensure that it is meeting its intended goals.

While we have made progress in these areas and the University has committed to action, the Task Force was formed to do a comprehensive review of University policies and practices to ensure that we have the tools and systems in place to address our current needs and develop future diversity, equity, and inclusion efforts.

## CHARGE

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The President of the University and the Chair of the University Senate jointly charged the Task Force on August 25, 2017. The Task Force was asked to consider how best to nurture a campus climate that is respectful and inclusive, stands against hate, and reaffirms the values that define our University. Specifically, the Task Force was asked to gather information on the campus climate, including existing climate data and anecdotal information about campus concerns; review existing policies and procedures for the immediate response to an investigation of hate/bias incidents; assess current efforts to provide prevention and education programming to faculty, staff, and students and their effectiveness in creating an inclusive campus environment; review scholarly research on bias in higher education; review and assess best practices at peer institutions; consider how to address the difficult intersections of free speech, hate speech, and freedom of expression in University policy and practice; consider how messaging and communication should be used to promote an inclusive campus environment; develop a statement on the University's core values and consider how such values can be reinforced over time; and develop strategies for fostering a campus environment that is intolerant of hate and bias. The complete charge to the Task Force is included in [Appendix 1](#).

In developing the charge, the President and Chair of the Senate focused the Task Force's work on programming efforts and initiatives primarily outside of the classroom. Consideration of opportunities to refine and better utilize diversity, equity, and inclusion themes in the curriculum, such as through General Education requirements, is an important task that should be led with singular focus by the faculty. A review of curricular opportunities through General Education has been initiated and will move forward independent of the Task Force's work.

## TASK FORCE WORK

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The Task Force began its work in September 2017 and divided its work into two phases. In Fall 2017, the Task Force focused on gathering information related to its charge. The Task Force created five working groups on Climate, Policies & Procedures, Prevention & Education, Hate/Bias Response, and Free & Hate Speech, and began gathering information specific to each area, including scholarly research, guidance on legal frameworks, and best practices in higher education. The Working Groups began an exhaustive study of practices at peer institutions to inform their processes.

During Fall 2017, each Working Group examined current policies, procedures, and practices in their specific areas. The Climate Working Group gathered existing data from climate-related research conducted by the Campus Assessment Working Group (CAWG) and worked with the Office of Institutional Research, Planning, and Assessment (IRPA) to analyze and understand these data. The Prevention & Education Working Group conducted interviews with faculty and staff who design

and deliver programming related to diversity, equity, and inclusion for the University community, in order to better understand current practices, goals, and challenges. The Hate/Bias Response Working Group consulted with administrators and offices who are currently involved in responding to and/or investigating reports of hate/bias incidents on our campus, including administrators in ODI, the Office of Civil Rights & Sexual Misconduct (OCRSM), the Office of Student Conduct (OSC), and the University of Maryland Police Department (UMPD), as well as Resident Life. The Free & Hate Speech Working Group worked closely with the Office of General Counsel (OGC) and reviewed all campus policies, procedures, and guidelines related to speech and expression.

The Task Force held three open forums in the fall semester to hear the concerns of the campus community and ask for suggestions on how it should address its charge. The Task Force solicited feedback through an online form for those who were unable to attend the open forums or who felt uncomfortable sharing their views and experiences publicly. The Task Force also reached out to and met with specific constituency-based groups for feedback, including the University Senate, Student Government Association (SGA), Graduate Student Government (GSG), Residence Hall Association (RHA), Black Faculty-Staff Association (BFSA), and a group of non-exempt staff from Dining Services. The Task Force participated in a Design Thinking Workshop assisted by members of the Academy of Innovation & Entrepreneurship in order to use empathy to identify problems and to find creative ways to develop and test solutions to those problems.

In the second phase of work beginning in January 2018, the Task Force began developing recommendations and consulting with faculty, staff, and students as well as relevant offices on its preliminary directions. The Working Groups presented their findings and recommendations to the Task Force in late January 2018. The Task Force began refining the recommendations and deliberating on guiding principles that should be the basis of recommendations in each of the relevant areas. In February and early March 2018, the Task Force presented initial reports on preliminary directions to the University Senate, SGA, GSG Executive Board, RHA Executive Board, the Academic Leadership Forum, and other stakeholder groups. The Task Force considered and incorporated feedback from each group as it refined its recommendations.

In addition, the Task Force co-chairs and staff spent the beginning of the spring semester consulting with administrators and offices that may be impacted by the recommendations or that may have specialized information for the Task Force on how to reach particular populations through the recommendations. These efforts included consultations with the Office of Faculty Affairs (OFA), University Human Resources (UHR) (including Learning and Talent Development as well as the Office of Staff Relations), the Teaching and Learning Transformation Center (TLTC), the Office of International Student & Scholar Services (ISSS), the Office of Undergraduate Admissions, the Office of Undergraduate Studies (UGST), the Orientation Office, and the Graduate School (GRAD). The Task Force co-chairs updated the President and Chair of the Senate as it developed its recommendations, in order to ensure that its recommendations aligned with the charge, were reasonable, and could be implemented.

The Task Force unanimously approved its final recommendations on March 29, 2018.

## **CURRENT PRACTICE**

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Early in its review, the Task Force began gathering information on existing practices, policies, programming, and data related to diversity, equity, and inclusion efforts as well as on the University's initial response and investigation processes for hate/bias incidents. A summary of its findings in various areas is included below.

### Prevention & Education

The University currently offers a wide variety of opportunities to engage in diversity-related programming for members of the campus community. Academic and administrative units including the Department for Fraternity & Sorority Life (DFSLS), the Division of Student Affairs, Multicultural Involvement & Community Advocacy (MICA), the University Health Center, and ODI among others across the campus, provide a variety of programs in this realm. In a large university such as ours, programming opportunities of this nature can be highly decentralized. This can foster creativity and ownership but can also lead to a lack of a cohesive vision or strategy for continual improvement in these types of initiatives. Many of those who develop and deliver existing programs raised concerns about programming assessment, decentralized registration, and follow-up for participants.

### Response to Hate/Bias Incidents

Hate/bias incidents are acts that focus on a characteristic such as race, ethnicity, national origin, religion, sex, gender identity, sexual orientation, political affiliation, or physical or mental disability, among others. Hate/bias incidents may involve offensive speech and expression that are protected by the First Amendment, and though not all hate/bias incidents include acts that rise to the level of a crime, they may involve conduct that can be addressed through administrative and/or legal action.

The University established the Hate/Bias Incident Reporting Response Protocol in November 2017 to establish practices for responding to hate/bias incidents, in order to provide support to the University community in response to incidents and to take action on any conduct that is inconsistent with the University's policies and values.

ODI recently established a new Hate/Bias Response Program Manager position to provide support to individuals affected by hate/bias incidents and to formulate action plans for responding to the incident, working in partnership with the newly-established Hate/Bias Response Team. The Hate/Bias Response Program Manager will share data about incidents with UMPD and other campus units and maintain a log of hate/bias incidents online.

Reports of suspected hate/bias incidents currently can be made online to the Office of Civil Rights & Sexual Misconduct (OCRSM) or to UMPD can be reached by calling 911, 301-405-3333, or dialing #3333 from a cell phone. Upon receiving a report, UMPD will begin an investigation and send confidential notifications to administrators who need to be aware and who may facilitate any necessary immediate action while UMPD conducts an investigation.

During the investigation, UMPD considers whether there is an element of hate or bias to the incident, using factors and indicators established in the [Maryland State Police Protocols](#). After the investigation concludes, UMPD will classify the incident as to its status as a hate/bias incident. A "verified" incident means a reasonable person would conclude that the act was motivated in whole or in part by bias against a person or group due to their membership in a protected class. An "inconclusive" incident is where the evidence is incomplete or conflicted and the incident cannot be verified. "Unfounded" incidents are those where the incident did not occur or it was not motivated by bias. The status of the incident will be recorded on the daily crime log on the UMPD website.

If UMPD finds a perpetrator and determines that the incident was a hate crime according to federal and state law, it will review the incident with the State's Attorney to consider criminal charges. If an incident involving faculty, staff, or students is classified as a verified or inconclusive hate/bias incident, UMPD refers the matter to the University through the Office of Faculty Affairs, University Human Resources, or the Office of Student Conduct for administrative review.

While processes for reviewing referrals involving hate/bias incidents are evolving, the Office of Student Conduct already has a well-defined administrative review procedure in place for cases involving students. Upon receiving a referral for student conduct associated with hate/bias incidents, the Office of Student Conduct (OSC) may pursue charges for violation of the *Code of Student Conduct*. The OSC will review the report for reasonable cause and to establish whether the conduct would be a violation of the *Code*. The OSC will conduct its own investigation to review any evidence or information in the referral or available from the UMPD or faculty, staff, or students impacted by the case. Cases are resolved through a disciplinary conference with an administrator or through a hearing by a student conduct board. Students have the right to appeal the finding and the sanction if their case was heard by a board. During the sanctioning process, the Director considers any aggravating or mitigating circumstances, and will also consider whether the conduct was motivated by hate or bias - if so, that will be considered an aggravating factor, which may result in a stricter sanction.

While hate/bias incidents can occur anywhere on campus, a number of reports have been made in residential communities, where reporting is encouraged and supported by the Department of Residence Life (Res Life). Since the vast majority of incidents in the residence halls are related to subtle bias, ignorance, or impulsivity, Res Life focuses on community restoration and coming together through dialogue in its response to incidents. In cases where a perpetrator can be found, Resident Directors typically hear lower-level cases and the case is referred to the Office of Rights and Responsibilities (R&R) if it could result in a disciplinary action. The R&R team uses the *Code*, the Residence Hall Rules, and the same protocols as the OSC in resolving cases.

### Climate

The University has regularly assessed faculty, staff, and student perceptions of the campus climate from a variety of dimensions over the years. These assessments have provided information on the status of the campus climate over time, and have in some cases provided data used for evaluating specific initiatives. A number of existing initiatives that provide data and assessment related to campus concerns have been used to study campus climate from a diversity perspective.

The University's Campus Assessment Working Group (CAWG) was formed to develop a campus "Culture of Evidence" in which data and assessment play a key role in campus decision making. CAWG regularly gathers and exchanges information about the faculty, staff, and student experience at the University. The data can feed directly into program and campus improvement efforts. Departments and administrators take advantage of these data collection efforts to ask questions that are necessary to their own improvement efforts. CAWG works on developing strategies for sustainable data collection to continue moving the University forward in its status as the flagship campus.

In March 2016, the University launched the Thriving Workplace Initiative as a means to data to create a thriving work environment and a culture of engagement and inclusion among all University employees. This important ongoing initiative, led by the Office of the President and the University's Center for Leadership and Organizational Change (CLOC), intends to share survey results with academic and administrative units on campus; create an action plan that is based on best practices, research, and assessment; and implement that action plan through training, development, and personalized consultations in order to promote a thriving workplace. This important initiative examines inclusion in the workplace, broken down demographically, and seeks data on the drivers of more inclusive environments. The principles of this initiative recognize that engaged employees

work with passion, feel a profound connection to their workplace, and are empowered to succeed while helping the University reach its full potential.

In Spring 2017, the Graduate School initiated the Graduate Student Quality of Life survey to better understand multiple facets of the graduate student experience. The results from the survey were released in January 2018. These results provide an analysis of graduate student engagement with the University, other students, and faculty; an analysis of graduate student interactions with and perceptions of the faculty and the department; and data on how well students felt that the program prepared them academically and professionally.

In February 2018, the University initiated a Campus Climate Survey, an online survey used to assess the campus living, working, and learning environment, including the level of equity and respect among faculty, staff, and students. This population-level comprehensive survey is the first of its kind at the University. The goal of the survey is to use the results to help shape a more inclusive, diverse, and safe community.

#### Policies and Procedures Related to Speech and Conduct

The Task Force reviewed all University policies related to freedom of expression, use of space, and demonstrations. The University has several policies, procedures, and guidelines that support free speech and freedom of expression on our campus. The [VI-4.10\(A\) University of Maryland Procedures for the Use of Physical Facilities](#) provides guidance on procedures for the use of campus facilities by units within the University, members of the campus community, and student organizations, as well as public use by others outside the University. The University's [Guidelines on Demonstrations and Leafletting](#) recognize the right of individual faculty, staff, students, and student organizations to demonstrate and leaflet, provided such activities do not disrupt normal activities or infringe upon the rights of others. The University's [Chalking Guidelines](#) provide guidance on approved surfaces at the University that can be used by faculty, staff, and students for creating chalk messages. The University's [Freedom of Expression: Policy and the Law](#) Resource Guide (1991) recognizes the particular importance that the University, as an institution of learning, places on the free exchange of ideas. It also states the University's commitment to open, vigorous debate and speech. Additional relevant policies and procedures include the [VI-1.10 University System of Maryland Policy on Acts of Violence and Extremism](#), [VII-11.00\(A\) University of Maryland Faculty and Staff Workplace Violence Reporting and Risk Assessment Procedures](#), [VI-1.00\(B\) University of Maryland Non-Discrimination Policy and Procedures](#), and the Division of Intercollegiate Athletics regulations on [Prohibited Items & Behavior](#).

## **RESEARCH AND FINDINGS**

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#### Scholarly Research

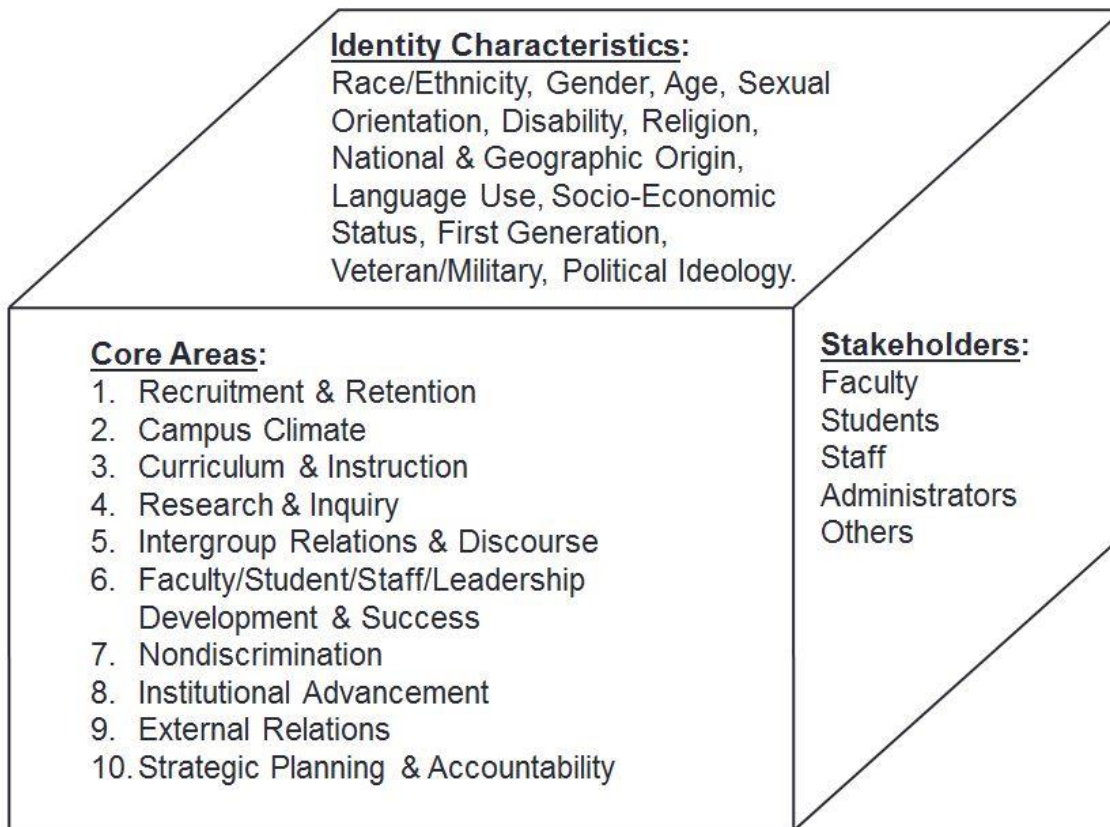
The Task Force reviewed scholarly research from multiple perspectives as it considered the various elements of its charge. Research related to diversity and inclusion has focused on areas such as effective elements of diversity initiatives, efforts to promote racial climate, the balance of free and hate speech, and principles for diversity programming.



### ***Diversity & Inclusion Efforts in Higher Education***

Diversity in higher education is no longer solely focused on affirmative action based on race. Research shows that a three-dimensional model of diversity in higher education with a broadened focus that recognizes characteristics of identity, constituency groups, and institutional initiatives is more applicable today (Antonio & Clark, 2011; Epperson, 2011). This model (Figure 1) serves as an organizational framework and conceptual guide for diversity research and practice in higher education.

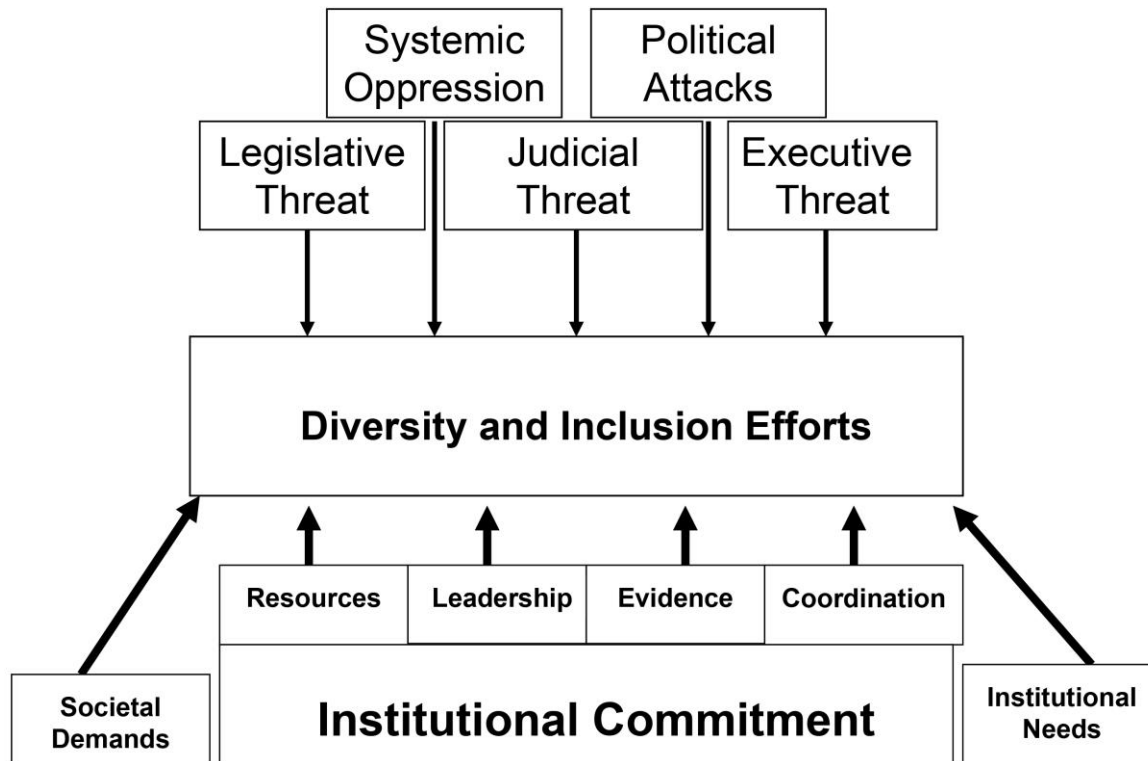
*Figure 1. Three-dimensional model of higher education diversity (Worthington 2012)*



Research has focused on the keys to successful diversity and inclusion efforts and the impact of general diversity in higher education. Comprehensive diversity and inclusion efforts involve more than simply counting people; they address a multitude of identities; consider intersecting aspects of identity and include and benefit everyone. Diversity on college campuses is associated with greater learning; increased interpersonal competencies; greater self-confidence among students; fewer racial prejudices; greater gains in critical thinking; and greater involvement in civic and community service (Antonio, 2001; Chang, 1996; Gurin, 1999; Hurtado, 2001; Smith et al., 1997). The factors that are considered to be threats to diversity and inclusion efforts, as well as those that support diversity and inclusion efforts are identified in Figure 2 below.



Figure 2. Keys and Threats to Diversity and Inclusion Efforts



### Positive Racial Climate

Diversity has been shown to have an impact in promoting a positive racial climate on campuses in a variety of dimensions. The major contributing factors to a positive racial climate are the inclusion of students, faculty, and administrators of color; a curriculum that reflects the historical and contemporary experiences of people of color; programs that support the recruitment, retention, and graduation of students of color; and an institutional mission that reinforces its commitment to pluralism. In addition, four climate-related factors internal to and within the control of individual colleges and universities include compositional or structural diversity; the psychological and behavioral dimensions of the climate; and an institution's history and legacy of inclusion (Hurtado, et al., 1998; 1999).

The three thematic clusters of findings from an analysis of 15 years of institutional research on campus climate show differential perceptions of campus climate by race; minority student reports of prejudicial treatment and racist campus environments; and benefits associated with campus climates that facilitate cross-racial engagement (Harper and Hurtado, 2007). The major themes from a multi-campus qualitative investigation shows cross-race consensus regarding institutional negligence; race as a four-letter word and avoidable topic; self-reports of racial segregation; gaps in social satisfaction by race; white student overestimation of minority student satisfaction; reputational legacies for racism of the institutions; the pervasiveness of whiteness in space, curricula, and activities; the consciousness-powerlessness paradox among racial/ethnic minority staff; and the unexplored qualitative realities of race in institutional assessment (Harper and Hurtado, 2007).

### Research on Free Speech and Hate Speech

Universities must work to balance free speech protections with other interests, such as creating an inclusive environment and educating the campus community about the difference between the

intent of hate speech and the impact of hate speech. It is important for campus community members to clearly understand the constitution, state laws, and individual rights, as well as the university's stance on these issues.

Research shows that universities should “explore non-disciplinary/punitive responses that would provide support and education to all parties involved” (Miller et al. 2017: 7). Miller and colleagues (2017: 8) suggest that universities should engage in “educational moments” by helping students and the broader campus community have vehicles to respond to speech they consider offensive.

Miller and colleagues (2017) found that:

“...administrators must carefully consider and evaluate their roles related to protecting free expression while also working to create campus environments conducive to dialogue about diversity and bias.” (p. 11)

“...bias response teams should provide ongoing education on legal issues in higher education with a specific focus on free speech as well as campus-level policies, which function as one component of regular training that could also address contemporary issues of diversity and bias on campus.” (p. 11)

### Diversity Programs

Scholarly research shows that most universities and organizations support diversity programs. Dobbin, Kalev, and Kelly (2007) found that nearly 40 percent of the 829 companies they surveyed have diversity training. Roughly 20 percent of the companies have diversity evaluations, diversity task forces, and networking programs. Only about 10 percent of the companies have a diversity manager and mentoring program.

In developing diversity programs, research suggests that the following questions should be considered.

#### ❖ *Should Diversity Programs be Mandatory? Yes, if other programs are mandatory.*

Research shows that making training programs, whether diversity-focused or otherwise, required is an ineffective strategy (Dobbin and Kalev 2016; Johnson 2017). It should be noted that organizations and companies make programmatic efforts mandatory all of the time. If mandatory trainings are the status quo, a diversity program should be no different. In fact, research shows that if something is included as a normal requirement, it is not perceived negatively. When diversity is incorporated as a normal part of the organization, people are more accepting of it as a key component of the organization. In turn, they are more open to diversity training. After participating in diversity trainings, employees actually report that diversity is more important for their jobs and important for their organization (Hanover and Cellar 1998).

#### ❖ *What leads to the Success of Diversity Programs? Leadership participation.*

In a survey from 785 human resource professionals, Rynes and Rosen (1995) examined what factors determined the adoption of diversity programs and perceived training success. They found that top administrative support and administrators' belief in diversity initiatives increases the adoption of diversity program and perceived training success. Also, the existence of a diversity manager/liaison, diversity-related policies, and the clear prioritizing of diversity goals related to other priorities increases adoption and perceived success. Contrary to other research, Rynes and Rosen found that perceived training success increases when diversity programs are mandatory for upper management, when there is a long-term plan for evaluating training results, policy changes, and

diversity goals, as well as a reward structure for administrators and departments for adhering to diversity goals. Subsequent research found similar results (Dobbin, Kalev, and Kelly 2007).

Unfortunately, diversity trainings are typically disaggregated from policy changes that directly address organizational concerns (Dobbin and Kalev 2016). Diversity has to be part of the entire organization for changes to be institutionalized. In addition to trainings, diversity has to be formally incorporated into strategic plans, mission statements, and award and incentive structures. An organizational diversity program should include diversity trainings, internal communications, resource commitments, accountability for violating rules and regulations related to tolerance and respect, and comprehensive programs that can focus on a range of marginalized identities.

❖ *Are Bystander Intervention Strategies Effective? Yes, with the ability to practice strategies.* Bystander intervention has been shown to be highly effective. In a large study including nearly 13,000 high school students, Polanin, Esplage, and Pigott (2012) found that bystander intervention programs decreased bullying in schools. Allies and bystanders are frequently able to connect with perpetrators in ways that victims and survivors cannot. Unfortunately, bystanders often do not have enough data points or experiences to allow for them to practice implementing bystander intervention strategies.

### Analysis of National Trends

Assessments conducted by national advocacy and research organizations generally indicate a recent rise in hate/bias incidents and hate crimes across the country, which is supported by assessments of FBI crime data. For instance, FBI crime data from the 2016 reporting year indicate a 5 percent rise in hate crimes overall; hate crimes based on race, religion, and against the LGBTQ communities were the three protected statuses targeted most frequently in 2016 reports (ADL 2016; ADL 2017).

Trends related to hate/bias incidents indicate that there has been an increase in activity that promotes bias, especially related to white nationalism and racism, on college campuses. The Anti-Defamation League (ADL) Center on Extremism tracked 346 incidents of white supremacist propaganda on colleges campuses from September 1, 2016 to February 1, 2018. The number of incidents during the fall 2017 semester alone demonstrated a dramatic rise, with an increase of 258 percent when compared to incidents in the same time period in fall 2016 (ADL 2018).

Analysis by the Southern Poverty Law Center (SPLC) suggests that higher education has become a target for white nationalist groups because it tends to be very vocal about its commitment to diversity, tolerance, equality, and social justice. Racist propaganda seen on college campuses attempts to demonize these values as an attack on white identity and history in the name of political correctness. In addition, the SPLC suggests that college students are seen as prime targets for recruitment, since they are typically inquisitive and open to accepting new and sometimes radical ideas (SPLC On Campus 2017).

Both the SPLC and the ADL have advocated for more action by higher education administrators, faculty, staff, and students to prevent these incidents and provide more education and training to community members. The ADL provides a host of educational resources for university settings, including fact sheets, Q&A guidance documents, and training programs, and provides resources to help institutions identify and counter emerging threats. In October 2017, the SPLC developed a guide to bystander intervention, which provides training tools for individuals on how to step in when public harassment and violence occur on campus (SPLC On Campus 2017). The SPLC has also

advocated for college leadership to be vocal about their institution's commitment to diversity & inclusion and to speak out against actions on their campuses that go against their values (Cohen 2017).

### Peer Institution Research

In the course of its work, the Task Force conducted an extensive review of practices and policies at Big 10 and other peer institutions, seeking best practices and lessons learned from their experiences. The institutions included in the review were: University of Illinois Urbana-Champaign, University of Iowa, University of Michigan, Michigan State University, University of Minnesota, Northwestern University, Ohio State University, Pennsylvania State University, Rutgers University, University of Nebraska, University of Wisconsin, University of California-Berkeley, University of California-Los Angeles, and University of North Carolina-Chapel Hill, among others. An overview of the Task Force's findings is included in [Appendix 3](#).

Common themes and practices in multiple areas emerged in the review of Big 10 and peer institutions:

- Most peer institutions have incorporated some form of programming for incoming & transfer students. Programs range from a general overview of diversity, equity, and inclusion themes with an introduction to basic terms and concepts, to innovative workshops that explore some of the foundational skills needed to collaborate, learn, and work in diverse environments. Programs vary as to whether they are online or in person.
- Cultural competency education is a component of diversity training at many peer institutions, and often relies on dialogue programs and sharing lived experiences as a means of learning about and understanding systems of privilege and oppression while building community.
- Programs on bystander intervention, examination of implicit biases, and difficult dialogues in the classroom for instructors have been developed at some peer institutions.
- Some institutions are beginning to develop badging/certification programs for faculty, staff, and/or students that include a diversity component. These initiatives typically include a series of workshops or activities where strategic knowledge, skills, and competencies are developed, and after completion, participants receive some type of certificate to demonstrate their commitment and competence as a leader in diversity, equity, and inclusion.
- Most institutions have begun initiatives to survey campus climate in terms of diversity, equity, and inclusion on an annual or biennial basis.
- As most institutions are in the early stages of developing and launching campus climate surveys, most are still developing their plans for how to utilize the information collected.
- Some institutions plan to share campus climate results with the campus community and a few have made results public.
- A few institutions have defined core values and principles for its campus community, and use those values and principles in messaging and communications strategies in order to instill those values in the campus community.
- Every institution has a slightly different approach to reporting, investigating, and resolving reports of hate and bias incidents. Most universities have specific units or response teams dedicated to handle incidents of hate and bias.
- Reporting an incident may be done via email, phone call, online, or face to face, depending on the institution. A few institutions allow reporting of incidents in more than one location on campus, including specific locations that are familiar service and support centers for specific identity and affinity groups.
- All of the institutions surveyed prohibit discrimination, harassment, and threats in some way through various campus policies on non-discrimination, student conduct, and/or workplace

policies. Some institutions provide definitions of hate/bias incidents in online resources, but none give such definitions in policy documents.

- More than half the universities actively initiate outreach programs to help communities that may be impacted by a hate/bias incident, even if they were not directly targeted or involved in the incident.
- Some universities prepare detailed reports on hate/bias incidents on campus in order to provide timely and transparent information and to better understand the campus climate. These reports vary in the level of detail included - some institutions include only incidents that have been verified where an individual was found responsible, while others include all incidents that have been reported with an explanation of whether they were unfounded or verified to be hate/bias incidents.
- Nearly all institutions have policies or executive-level statements on protecting freedom of expression; academic freedom is often linked to freedom of expression in these statements.
- None of the institutions specifically ban hate speech, though some institutions are more specific about what types of speech are in fact conduct that may be actionable.
- All institutions reviewed have policies and procedures that guide the use of facilities and spaces on campus for assembly, discussion, or protest. Many have restrictions on who may reserve indoor or outdoor space and restrict the ability of outside groups to initiate or host events. Many institutions also have designated outdoor areas for free assembly by university or non-university groups for protests or demonstrations on campus.
- Some institutions provide guidance on counter-protests and/or appropriate/inappropriate ways to protest controversial speakers. A few provide guidance on how university police can support student groups that wish to protest.
- Nearly all institutions have policies or procedures on chalking, hanging posters, or otherwise writing messages on campus surfaces. Most institutions do not allow for the removal of messages based on content.

### Existing University Climate Data

The Climate Working Group of the Task Force reviewed existing data from past Campus Assessment Working Group (CAWG) climate surveys. The Working Group also reviewed preliminary results of the Graduate Student Life survey, including more detailed responses to diversity-themed questions in the survey. The recent Campus Climate Survey administered by ODI closed at the end of February 2018, so the full results were not available in time to inform the work of the Task Force.

CAWG climate survey results included data on perceptions of the University's diversity from freshmen (2015), juniors/seniors (2015), and alumni (2007 & 2015). In addition, the Working Group reviewed survey results on student perspectives on campus community climate (2003), LGBTQ environment (2014), student perception of cultural awareness and diversity (2010), senior experience on academics, diversity, and transition (2000), and alumni experiences on diversity & community responsibility (2006). The Working Group also requested further analysis of the data on student experiences to focus on key settings in which the University effectively provides opportunities for its student to interact with diverse groups and opportunities that are most widely used by subgroups of students who differ by ethnicity, major, and experience with diversity prior to attending the University.

An analysis of the student survey data provided a variety of insights. The University provides students opportunities for interactions with individuals from different backgrounds through a variety of mechanisms, including housing arrangements and campus employment. Overall, the results of

the survey suggest high prevalence of student interaction with diverse groups through each of these mechanisms. A majority of student respondents experienced interactions with other groups through these settings. Living and Learning programs seemed to offer less experience with diversity than other settings.

Student respondents commonly reported involvement in discussion about racial issues in their courses at the University – 60 to 70 percent of student respondents. However, student respondents in a few colleges such as the sciences reported less discussion of these issues, likely because the nature of these courses do not lend themselves naturally to such discussions. This suggests that alternative routes and approaches may be needed in order to increase the exposure of students in these disciplines to issues of diversity (e.g., through General Education requirements).

A high proportion of student respondents - about four out of every five students - report personal efforts to get to know those belonging to groups other than their own. At the same time, only about one in three respondents reported participation in events and activities sponsored by groups reflective of other cultures. Participation in these events was reported by 27 percent of white respondents, 32 percent of Latino respondents, and 40 percent of African-American respondents. The personal or social barriers to this form of boundary-crossing deserve greater attention. Nevertheless, in almost all groups, a very high proportion of respondents reported feelings of comfort (89 percent) and a sense of belonging (82 percent) at the University of Maryland.

The results from African-American students is an exception and deserves additional attention and consideration. In results related to a sense of comfort and belonging, about 26 percent of African-American students did not feel that they belonged and 24 percent of African-American respondents reported that they have felt disrespected. By comparison, the frequency of disrespect is only 4 percent among white students and 11 percent among Latino students. Although most African-American students did not feel disrespected, a substantial minority of them did. In addition to feeling as though they did not belong and were disrespected, a similar number felt that race was a barrier to their participation at the University of Maryland.

Most students, two-thirds of respondents of all ethnicities, valued diversity as a goal and saw it as a benefit of attending the University of Maryland. The benefits of diversity discussed included developing comfort and interacting with other groups, empathy, perspective-taking, and the ability to work together to communicate and negotiate cross-cultural conflict.

#### Hate/Bias Incidents in Higher Education

In assessing incidents that occur on college campuses, it can be very difficult to determine whether an incident is motivated by hate or bias. The totality of the circumstances in the case are critical to determining if a hate/bias incident occurred; in two contexts, the same conduct could be viewed in vastly different ways. UMPD's investigation reviews indicators and factors that could prove or disprove a bias motivation for the alleged conduct. UMPD considers the perception of the victim, if they volunteer evidence or information that suggests the incident occurred because of their membership in a protected class. In order to confirm a hate/bias incident has occurred, there has to be evidence that would indicate to a reasonable person that the perpetrator's motivation was related in whole or in part to the victim or target's protected status.

In some cases, incidents at the University are reviewed for administrative action by the Office of Civil Rights and Sexual Misconduct (OCRSM) as potential violations of the University's Non-Discrimination Policy, while others are addressed through other avenues. The Non-Discrimination



Policy prohibits discrimination based on a protected class. However, in order for an incident to be found to be discrimination under the Policy, certain elements need to present; the conduct has to be severe or pervasive, and it has to effectively deny an individual or group their right to a specific benefit or service at the University. Typically, discrimination has to involve conduct by an agent of the University in order to be reviewed under the Non-Discrimination Policy, since actions by students would not constitute the University failing to provide an equitable learning and living environment.

The Task Force felt it is not helpful to classify the hate/bias incidents that the University has seen in recent months using a discrimination paradigm or the Non-Discrimination Policy for resolution. Hate/bias incidents may be isolated but impactful and involve actionable conduct such as threats or intimidation targeted in such a way that they create an immediate sense of harm or fear. Though it would likely not be possible to make a discrimination case for these incidents, other University policies and procedures can and should address this conduct. The Task Force determined that existing provisions in the *Code of Student Conduct* and the Policy on Workplace Violence touch on this type of conduct, and determined that the University would be better served by a policy that addresses threatening and intimidating conduct by faculty, staff, and students. While a new policy would address specific actionable conduct involving threats or intimidation, conduct that involves patterns of behavior, actions or inactions by faculty, staff, and administrators that deny services to individuals or groups, and conduct that is repeated and persistent would likely still be reviewed as discrimination by OCRSM.

While several campus units are involved in responding to hate/bias incidents, there is a continuing need for greater coordination among these units, to ensure appropriate application of University policy as well as to provide an immediate and effective initial response to hate/bias incidents. In addition, systems are needed to address campus concerns that the University community is not adequately informed in a timely fashion about reported incidents and their disposition.

### Legal Framework on Speech and Conduct in Higher Education

#### ***Free and Hate Speech Defined***

As a public institution, the University of Maryland is a state agency, and its actions must comply with the United States and Maryland constitutions and with Maryland statutes. The First Amendment of the U.S. Constitution ensures an individual's right to free speech and protects the right to express ideas and opinions without restriction. As a government agency, the University may not restrict or punish speech.

Institutions of higher education are meant to be places where the exploration of new and challenging ideas is celebrated. An environment that fosters the free exchange of ideas and open, vigorous debate is critical to the educational mission of all universities, including the University of Maryland. It is impossible to nourish intellectual growth, nurture innovation, and advance knowledge without engaging in dialogue, sharing different perspectives, and learning from each other. While the First Amendment is critical to ensuring this culture of inquiry thrives, it also protects an individual's right to say offensive, insulting, and hateful things. Hate speech is defined as speech that offends or insults individuals or groups based on race, ethnicity, national origin, religion, sex, gender identity, sexual orientation, political affiliation, or physical or mental disability, or other characteristics. It is often characterized by the use of words which are deliberately abusive or insulting, directed at vulnerable minorities and calculated to stir up hatred. It can undermine self-

esteem and cause isolation. While hate speech should be discouraged, hate speech is also protected by state and federal law, and as such, cannot be restricted by the University.

In cases involving hate speech, it is important to distinguish between speech that is protected and conduct that can be actionable. Some speech is accompanied by conduct, such as assault, vandalism, or threats to incite violence, which may be actionable through administrative processes or criminal charges.

### ***Regulation of Hate Speech***

The First Amendment allows the regulation of threats of bodily harm or death; intimidation or harassment; speech that incites imminent lawless action, such as the use of fighting words; and libel and slander. In *Brandenburg v. Ohio* (1969), the Supreme Court held that the constitutional guarantees of free speech permitted an exception where advocacy was directed to *“inciting or producing imminent lawless action and is likely to incite or produce such action.”* In other words, mere advocacy of hate cannot be banned unless it is an incitement to imminent lawless action. In *Virginia v. Black* (2003), the Supreme Court ruled that true threats are not protected by the First Amendment, such as when a speaker directs a threat to a person or group of persons with the intent of placing the victim in fear of bodily harm.

Courts have also allowed reasonable time, place, and manner restrictions of speech if there is a significant government interest in doing so. The restrictions must be content and viewpoint neutral and must leave open ample alternative means for speakers to get their views across. The restrictions must also be clear enough for an ordinary person to understand. The restrictions must be tailored in a way that does not simply ban all speech, both protected and unprotected speech, or they will be struck down as overbroad.

### ***Speech and Expression on College Campuses***

Beginning in the 1990s, more than 350 colleges and universities adopted rules or codes restricting hate speech. To date, every court to consider a campus speech code has declared it unconstitutional. Attempts to create a speech code or otherwise sanction offensive speech would not be appropriate for the University.

A classic example involved the rules at the University of Michigan, which in 1987 tried to enact a Hate Speech Code after a series of horrendous racial events on campus. The Court recognized this was a laudable university effort. Nevertheless, the policy was so broad and vague that it was impossible to discern any limitation on its reach. The terms “stigmatize” or “victimize” in the policy were too vague and swept within its scope a significant amount of what was unquestionably protected speech. Moreover, simply because speech stigmatized or victimized an individual did not, in and of itself, strip it of protection under the First Amendment.

Research and history show that in instances where speech codes were enforced, they were often used to silence marginalized groups. There have been many instances where the majority or those in power have used speech regulations intended to deter offensive speech to prevent those in the minority or in marginalized communities from using speech to promote their interests. There have also been many cases where marginalized communities have successfully moved their agenda forward due in large part because of the protections of the First Amendment.

Research shows that empowering marginalized communities to exercise their free speech rights has led to positive outcomes. Counterspeech has proven to be an effective method to oppose speech that advocates for hate. While hate speech is protected, individual faculty, staff, and

students; the administrative leadership; and campus or student organizations should be empowered to engage in counterspeech on the issues that are important to them. The campus community should use the resources, locations, and methods outlined in University policy and in guidelines on demonstrations to promote their interests.

## **ISSUES & CONCERNS**

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### Campus Community Concerns

Throughout the course of its review, the Task Force solicited feedback from members of the campus community and key stakeholders to better understand major issues and concerns. The primary themes that emerged from multiple campus-wide open forums, targeted meetings, and other sources of feedback are outlined below:

#### ***General***

- Faculty, staff, and students are concerned about their safety and the safety of others on our campus.
- There is a lack of understanding of the experiences of minority members of the campus community.
- Many are concerned about the prevalence of racist propaganda and the impact of recruitment efforts by hate groups.

#### ***Hate/Bias Incidents***

- There is a perception that while students are concerned about incidents that happen on campus, the administration is not concerned or does not understand student fears.
- There has been a lack of transparency in how the administration addresses hate/bias incidents, which can give the impression that nothing has been done.
- Inconsistent data and information given to the campus community on incidents at the University gives the impression that these incidents are not taken seriously.
- There are concerns that those perpetrating hate/bias incidents are not being sanctioned.
- There are concerns about how to support those impacted by hate/bias incidents and the affected community.

#### ***Programming***

- It can be difficult to find information about current programming because there is no coordination between units and no centralized source of information about programming.
- There is no collaborative process for units to work together on programming.
- Training is not effective unless it is engaging and interactive.
- The University is not reaching students who are not already engaged in diversity efforts.
- Faculty and staff do not have the tools they need to be able to challenge and facilitate dialogue on hateful attitudes and statements that occur in their courses.
- International students may need additional outreach to understand what we consider to be hate speech, a hate symbol, or prohibited conduct.

#### ***Free Speech***

- It can be difficult to develop an objective standard that respects free speech on both sides of an issue.
- There are concerns about how to find a balance between the right to free speech and the need to restrict actions that incite violence and hate.

## ***Communication***

- There is no consistent understanding among faculty, staff, and students of what the University's values are and what it means when the administration says that certain conduct or speech go against University values.
- There are concerns with the way that the administration communicates with internal audiences and the tone that it sets when hate/bias incidents occur on campus.
- The University does not effectively speak out against hate/bias incidents and hateful speech, and often chooses to communicate in a way that indicates support for offensive ideas by labeling it as free speech.
- Students are not receiving information from the University but instead are hearing about it from other sources first.
- The University does not recognize the importance of social media when communicating information about incidents.

## ***Implementation***

- There is a perception that the University will not follow through on implementing any of the Task Force's recommendations.

### Task Force Assessment of Issues to be Addressed

The Task Force acknowledges these concerns and understands the impact that hate/bias incidents have on our campus. Hate/bias incidents are insidious acts that can create fear, anger, and intimidation, for not only individuals directly affected, but also entire communities. Hate/bias incidents can create fractures in the social fabric of the campus, feed intolerance, and tarnish the University far beyond its borders. It is essential that the University act decisively and unequivocally in denouncing hate incidents, and take action where these acts are prohibited conduct.

The University should assure the campus community that their safety and ability to pursue their academic and work-related goals is a high priority. Data shows that the University of Maryland is a safe environment, and the University has taken additional steps in the past few months and years to increase safety measures on campus. However, there is a distinction between being safe and feeling safe, and the Task Force recognizes that many members of our campus community do not feel safe due to the rise in hate/bias incidents. The University needs to do more to demonstrate its commitment to safety and must act assertively against threatening and intimidating conduct.

The University must act just as assertively to ensure that intellectual and academic freedom, freedom of speech, and freedom of expression are protected on our campus. The University's mission is to discover and disseminate knowledge, which requires the ability to challenge norms and engage in dialogue across differences. To sustain its mission, the University should vigorously support the marketplace of ideas. At the same time, the University must do more to promote civility and respect to foster an environment where free inquiry and debate can occur. The University should be committed to providing a welcoming and inclusive environment to enable all of its members to pursue their academic, personal, and professional goals.

## GUIDING PRINCIPLES

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The Task Force believes the University should make a strong commitment to diversity, equity, and inclusion through its words and actions. The following principles should provide the foundation for the University's efforts to achieve this goal.

- Active engagement in creating a safe environment where individual opinions are valued and free and open exchange of ideas is without retribution.
- A University-wide commitment to values common to us all, with opportunities for continued reexamination and contemplation throughout an individual's time at the University.
- Engagement of all members of the campus community, including University leadership, in embracing and communicating the importance of the University's values.
- Understanding the critical role that free speech and freedom of expression play in an educational environment, as well as of our role in using speech as an instrument of civic engagement.
- A commitment to promote civility and respectful treatment of all members of the campus.
- A comprehensive and coordinated approach to diversity, equity, and inclusion programming that is a part of the University experience for every member of the campus community.
- Programming that includes a blend of mandatory and voluntary engagements, offered in a variety of formats and through different modes, that complements curricular and professional learning and development objectives.
- A coordinated response strategy to hate/bias incidents that provides support to affected communities while assuring all faculty, staff, and students the ability to pursue their academic and professional goals in a safe environment.
- Policies and protocols that enable the University to take action against threatening and intimidating conduct.
- An engaged communication strategy that encourages campus leaders to speak out against hate speech that does not align with the University's values.
- Education and tools that empower faculty, staff, and students to use speech to combat hate and bias on campus.
- Centralization and alignment of information in one comprehensive website.
- Transparent structures for sharing hate/bias incidents and climate survey data.
- Accountability and engagement by campus leaders at all levels.
- Ongoing evaluation and assessment of diversity, equity, and inclusion efforts to enable continuous growth.

## TASK FORCE RECOMMENDATIONS

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The Inclusion & Respect Task Force makes the following recommendations in nine areas: (I) Values of the University, (II) Prevention & Education, (III) Hate/Bias Incident Response, (IV) Centralization, (V) Communication, (VI) Evaluation & Assessment, (VII) Free Speech & Freedom of Expression, (VIII) Current Policies and Guidelines, and (IX) Resources & Implementation.

### I. Values of the University

The University should adopt the following values statement, which should be ingrained into the experience of each member of the campus community and reinforced throughout their time at the institution.

The University of Maryland (UMD) is a community of individuals living and working together to support and advance the educational and research mission of the institution. We aspire to become a community that is: **United, Respectful, Secure and Safe, Inclusive, Accountable, and Empowered and Open to Growth.**

#### **United**

We are diverse but have much in common. Members of the UMD community foster a sense of belonging based on acceptance and a unity of purpose. We strive toward overlapping goals, sharing resources, and spending some of the most significant and productive times of our lives together in a common space. To that extent we depend on one another and are our best selves when we support one another. Accordingly, our actions are guided not only by what is good for self but also by what is good for all.

#### **Respectful**

Members of the UMD community interact with others in ways that promote feelings of respect. All members of the UMD community are valued equally and deserving of respect without regard to their status, their educational attainment or their social position. We reject denigration of any member through words or actions and resist stereotyping of members that undermines personal dignity through slurs, slights, insults or other acts that disparage individuals or groups.

#### **Secure and Safe**

Members of the UMD community refrain from injustice, violence, harassment, intimidation, and aggression. We do all that is possible to protect and defend members of the UMD community from anyone who would harm them physically or psychologically. We promote individual agency and responsibility in contributing to personal safety, avoidance of harm and staving off the effects of insults, slander, intimidation, or symbolic intimidation of violence.

#### **Inclusive**

The UMD community strives to achieve the highest levels of excellence in our work and our studies that accrue through inclusive practices. We recognize that as a thriving and striving community, the success of our institution and our members is dependent on how well we value, include, and engage all members. This belief must be actively and consistently embedded in every aspect and practice of the UMD community.



**Accountable**

All members of the UMD community are equally responsible and committed to uphold the University's values to the best of their ability, as well as hold the rest of the UMD community to those responsibilities. We must be transparent in our mistakes, and learn to reflect and continue to strive toward inclusive excellence.

**Empowered and Open to Growth**

Members of the UMD community embrace learning as essential for bettering ourselves as individuals and as a community. We encourage and assist one another to become our best selves.

**II. Prevention & Education**

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, students). The initiative should include a broad vision for diversity programs for the University and should be overseen by ODI.

Programming should consist of a blend of mandatory programs and voluntary learning opportunities offered at multiple points throughout a faculty/staff/student's time at the University. This programming should use different modalities and approaches with varying levels of complexity.

Programming content areas should include implicit bias, cultural competence, bystander intervention, navigating difficult dialogues, civics education, effective methods for engaging in counterspeech, and reflection and dialogue on the University's values. The University should consider utilizing existing models at the University, such as: Sticks+StonesUMD, Speak Up and Speak Out Virtual Reality Bystander Intervention Program, TLTC workshops on difficult dialogues in the classroom, Common Ground, Words of Engagement Intergroup Dialogues, and best practices at peer institutions on implicit association tests, activities at orientation, and badging/e-portfolio systems while developing programming opportunities.

The University should consider developing opportunities for members of the campus community to track diversity-related skills and trainings throughout their time at the University.

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.

ODI should consider developing training opportunities for those in instructional roles including instructional faculty and undergraduate and graduate teaching assistants in partnership with relevant administrative units, including TLTC and the Graduate School.

ODI should work with ISSS to incorporate information about our values into existing efforts to help international students and scholars acclimate to our campus culture. ODI should consider ways to partner with ISSS to increase opportunities for peer to peer interaction among international and domestic students, and should consider mechanisms that have been successful in the past, such as ESOL mentorship programs and Language House partners programs. ODI should also consider how educational and programming opportunities could incorporate global perspectives in order to broaden understanding of differences across cultures.

ODI should continue to develop and deliver programming as part of the University's comprehensive prevention and education initiative. ODI should also work collaboratively with representatives from existing University diversity programs in the development and delivery of the comprehensive prevention and education initiative.

The University should utilize existing resources and expertise within our faculty in the development of the comprehensive prevention and education initiative on diversity, inclusion, and respect.

The University should provide tools to enable students, faculty, and staff groups to create and sponsor diversity-related programs.

### **III. Hate/Bias Incident Response**

The Task Force recommends that the proposed Policy on Threatening and Intimidating Conduct immediately following this report be approved.

The University should develop administrative review procedures to consider UMPD referrals of potential bias-related conduct involving faculty and staff.

The University should conduct a review of the VII-11.00(A) University of Maryland Faculty and Staff Workplace Violence Reporting and Risk Assessment Procedures to ensure that it aligns with the Policy on Threatening and Intimidating Conduct and current procedures for responding to hate/bias incidents.

The University should conduct a review of the implementation of the Policy on Threatening and Intimidating Conduct in Fall 2019 to assess its efficacy and make any necessary adjustments.

The University should develop a plan to ensure appropriate coordination between the primary units responding to reports of hate/bias incidents that complements the new Hate/Bias Response Protocol and the Policy on Threatening and Intimidating Conduct.

Hate/Bias incidents should be reported to UMPD. The University should designate specific offices or units, including ODI, as entry points where members of the campus community may disclose incidents prior to engaging with the formal reporting mechanisms through UMPD. The University should provide training for support staff in those units to ensure that they are knowledgeable about available resources and how to facilitate reporting to UMPD.

### **IV. Centralization**

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 goals are a responsibility of the entire campus.

The ODI website should serve as a central resource for information about the University's diversity-related programming, events, relevant policies and guidelines, data, climate reports, reporting processes, and resources related to free speech, expression, and demonstration on campus in order to increase transparency, accessibility, and discovery of opportunities for engagement.

The University should consolidate and centralize information on all hate/bias incidents reported at the University and the outcome of any review of these incidents. The University should consider

what types of information should be included on each incident and how that information should be communicated to members of the campus community, as well as the mode and the frequency with which it is communicated.

## **V. Communication**

The University should develop a comprehensive multi-platform communication strategy that prioritizes the dissemination of information related to equity, diversity, and inclusion to the entire campus community in a manner that is transparent, timely, and sensitive to all constituents.

The University should consider how to prominently communicate information about diversity programs, events, and trainings and how diversity themes are integrated into the University's culture.

The University should develop a communications and marketing strategy focused on promoting the University's values. The University should consider ways to promote the values to all members of the campus community through different modes and how to reinforce them over time. For example, admitted students could receive information about the values in their admission packet and new employees could receive them as part of their appointment information. In addition, themes from the values could be incorporated into social media campaigns, marketing materials, or other existing activities to reinforce what it means to be a Terp over time.

The University's leadership should communicate its viewpoint, when appropriate, using messaging that aligns with its core values. In particular, the University's leadership should denounce offensive speech or conduct that does not align with its core values and express that it is not appropriate or welcome in our community.

The University should consider how best to communicate the national context on hate/bias incidents to the campus community.

## **VI. Evaluation & Assessment**

### Programming

ODI should develop a strategy for evaluating and assessing diversity-related education and training programs to assess efficacy and make necessary changes over time.

All diversity-related training programs should have an evaluative component to collect feedback from participants.

Climate assessment data should be used to inform and refine programming content.

### Climate Surveys

ODI should conduct biennial climate surveys of faculty, staff, and students to better understand individual experiences in a variety of dimensions.

Climate surveys should assess the impact of activities and the outcome of efforts to improve diversity, as well as changes in beliefs and attitudes about race, ethnicity, national origin, religion, sex, gender identity, sexual orientation, political affiliation, or physical or mental disability, over time. Survey design for future climate surveys should be guided by the highest standards, draw upon conceptual frameworks and best practices, and incorporate multiple designs to data collection and

analyses, including qualitative approaches as well as longitudinal and scientifically valid samples so that robust conclusions can be drawn from its findings.

Climate surveys should identify and oversample for specific identity and affinity groups so as to enable the development of targeted interventions that meet their unique needs (i.e. ethnicity, residential experiences, students who do not identify or participate with any campus group, and participants of Greek life and student government).

Climate surveys should consider paying special attention to evaluating the experiences of students in majors where the curriculum may not provide opportunities for addressing and understanding issues of diversity.

Climate surveys should consider assessing the social impediment to an individual's comfort in attending or taking part in events sponsored by a cultural or affinity group other than their own.

The University's leadership should be apprised of and reflect on climate survey results in establishing their agendas and priorities.

Existing survey data and feedback from members of the campus community indicate that the African-American population may be more vulnerable in terms of comfort and respect at the University. The University should consider developing specific programs that support vulnerable populations identified in existing and future survey data by integrating them into the University, promoting a sense of safety, and recognizing their contributions.

## **VII. Free Speech & Freedom of Expression**

The University should adopt the proposed *Statement on Free Speech Values* as follows:

The primary purpose of a university is to discover and disseminate knowledge through teaching, research, and service. To fulfill these functions, a free exchange of ideas is necessary not only within its walls but with the world beyond. The history of intellectual discovery and growth clearly demonstrates the need for freedom; the right to think the unthinkable, discuss the unmentionable, and challenge the unchallengeable. Whenever someone is deprived of the right to state unmentionable views, others are necessarily deprived of the right to listen to and evaluate those views. Few institutions in our society have this same central purpose. It follows that a university must protect and guarantee intellectual and academic freedom. To do so it must promote an environment in which any and all ideas are presented. Through open exchange, vigorous debate, and rational discernment, the campus community can evaluate ideas.

Every member of the campus community has an obligation to support the right of free expression at the university, and to refrain from actions that reduce intellectual discussion. No member shall prevent such expression, which is protected under the constitutions of the United States and the State of Maryland.

The University does not have a speech code. History shows that marginalized communities have successfully promoted their interests because of the right to express their views. In fact, marginalized communities have been silenced by speech codes and other regulations against "offensive" speech.

In addition to the obligation to promote and protect free expression, individuals assume further responsibilities as members of the university. The campus expects each individual community member to consider the harm that may result from the use of slurs or disparaging epithets intended to malign, for example, another's race, ethnicity, national origin, religion, sex, gender identity, sexual orientation, political affiliation, or physical or mental disability. While legal protections for free expression may sometimes supersede the values of civility and mutual respect, members of the university community should weigh these values carefully in exercising their fundamental right to free expression.

The University values and embraces the ideals of freedom of inquiry, freedom of thought and freedom of expression, all of which must be sustained in a community of scholars. While these freedoms protect controversial ideas and differing views, and sometimes offensive and hurtful words and symbols, they do not protect conduct that violates criminal law or university policy.

The University should recognize the rights of faculty, staff, and students to engage in counterspeech.

## **VIII. Current Policies & Guidelines**

The University Senate should charge its Campus Affairs Committee with an overall review of the Policies and Procedures on the Use of Physical Facilities and the associated guidelines on chalking, demonstrations, and leafletting, working in concert with affected stakeholders. The Campus Affairs Committee should consider how the University can support allowing the rental of facilities within the campus as a way of supporting speech and dialogue. The Campus Affairs Committee should also consider how requests from outside groups should be reviewed and approved.

The following revisions to the Non-Discrimination Policy & Procedures (VI-1.00[B]) should be approved to clarify the jurisdiction of the Policy on Threatening and Intimidating Conduct.

### **VI-1.00(B) UNIVERSITY OF MARYLAND NON-DISCRIMINATION POLICY AND PROCEDURES**

(Approved on an Interim Basis by the President October 1, 2015, Amended March 22, 2016, Amended May 6, 2016)

#### **II. APPLICABILITY**

This policy applies to members of the University community, including students, trainees, faculty, staff, and certain third parties (e.g., visitors, volunteers, applicants for admission or employment, vendors, and contractors) while on University property or while participating in University sponsored activities who either carry out discrimination or are subject to it.

This policy applies to discrimination, harassment, or retaliation:

- on University premises, in any University facility, or on University property; **and/or** at any University sponsored, recognized, or approved program, visit, or activity, regardless of location; **and**
- that impedes equal access to any University education program or activity or that adversely impacts the education or employment of a member of the University community regardless of where the conduct occurred. ~~;-or~~
- ~~that otherwise threatens the health or safety of a member of the University community.~~

### III. DEFINITIONS

**“Discrimination”** is unequal treatment based on a legally protected status that is sufficiently serious to unreasonably interfere with or limit an individual’s opportunity to participate in or benefit from a University program or activity, or that otherwise adversely affects a term or condition of the individual’s employment or education.

**“Harassment”** is a form of discrimination (as defined above) that encompasses unwelcome conduct based on a person’s protected status. Harassment is **severe or pervasive** conduct that negatively affects the particular individual and also would negatively affect a reasonable person under the same circumstances. Harassment in violation of this Policy depends on the totality of the circumstances, including the nature, frequency, and duration of the conduct in question, the location and context in which it occurs, and the status of the individuals involved. Harassing behaviors may include, but are not limited to, the following, when based on a person’s protected status:

The University Senate should charge its Equity, Diversity, and Inclusion (EDI) Committee with a comprehensive review of the Non-Discrimination Policy & Procedures ([Appendix 2](#)) to consider whether broader changes are needed.

### IX. Resources & Implementation

The Task Force recommends that the University provide the necessary resources for the development and implementation of all the elements of a successful comprehensive diversity and inclusion initiative. Specifically, resources will be required to develop programming activities, purchase and/or develop new online training, support expanded education and training, develop an overall communication plan and centralized website, and develop/conduct assessments of programming activities.

The Task Force recognizes that the scope of these activities is broad and will require time to fully implement. The Task Force recommends that ODI develop a phased implementation approach for aspects of the recommendations that require significant development, to allow the University the time needed to design and implement various components of the recommendations.

ODI should provide an annual report on the implementation of these recommendations to the University Senate and the President’s Cabinet. ODI should also track the progress of implementation on its website as a way of communicating to University faculty, staff, and students what actions are being taken to actively develop the institution’s efforts on diversity and inclusion.

In the spirit of continuous improvement, the University should consider innovative ways to engage faculty, staff, and students in the implementation of these recommendations and future development of diversity efforts on an annual basis. Specifically, the University should consider facilitating design thinking workshops through a partnership with the Academy for Innovation & Entrepreneurship and ODI as a way of engaging members of the campus community in generating new ideas for addressing specific problems or questions.



## Proposed New Policy from the Joint President/Senate Inclusion & Respect Task Force

### VI-1.00(F) UNIVERSITY OF MARYLAND POLICY ON THREATENING AND INTIMIDATING CONDUCT

#### I. Purpose

The University of Maryland promotes civility and respectful treatment among all members of its diverse campus community, and fosters the discovery and dissemination of knowledge through the free and open exchange of ideas. The University values and protects the intellectual and academic freedom, freedom of speech, and freedom of expression of all students, faculty, and staff. The University provides a welcoming and inclusive environment to enable all members of the University community to pursue their academic, personal, and professional goals. Threatening or intimidating conduct directed toward members of the University community that is motivated by their actual or perceived protected status interferes with these values and commitments, and is therefore prohibited.

#### II. Prohibited Conduct

The University prohibits threatening or intimidating acts motivated in whole or in part because of an individual or group's actual or perceived protected status, including the following:

- Threats: An expression of intent to commit an act or acts of physical violence to a particular individual or group of individuals or to cause damage to their property; or to engage in an act or acts which endangers the health and safety of another person.
- Intimidation: An act or acts that is intended to or that recklessly frightens or coerces and that places another person or persons in reasonable fear of imminent harm.

Protected status is defined in state and federal law as well as in the University of Maryland Non-Discrimination Policy and Procedures VI-1.00(B).

The *Code of Student Conduct* V-1.00(B) addresses prohibited conduct by students, including the conduct outlined above. The University of Maryland Faculty and Staff Workplace Violence Reporting and Risk Assessment Procedures VII-11.00(A) addresses conduct prohibited by this policy by faculty and staff.

#### III. Reporting

Any member of the University who witnesses or has information related to threatening or intimidating conduct should immediately report it to the University of Maryland Police Department (UMPD). This is especially important because the University's response is limited when it cannot identify those responsible. Reports should be made in good faith.

The Office of Diversity and Inclusion (ODI) or other University-designated units and cultural centers can assist faculty, staff, and students with reporting to UMPD.

- Emergencies and ongoing incidents that require an immediate response should be reported to UMPD at 301-405-3333
- Non-emergencies can be reported to UMPD at 301-405-3555.
- Reports made online at [go.umd.edu/repoorthatebias](https://go.umd.edu/repoorthatebias) will be responded to within 48 hours.

- Anonymous tips about reports and ongoing investigations can be submitted online at [http://www.umpd.umd.edu/contact/anonymous\\_tip.cfm](http://www.umpd.umd.edu/contact/anonymous_tip.cfm).

#### **IV. Response to Reports**

Reports made directly to UMPD will be taken as soon as they are received, and an investigation will begin immediately. UMPD will immediately notify relevant campus administrators including ODI to provide necessary information.

**A. Response from ODI.** ODI will coordinate relevant units to respond to the community(s) affected by the incident, develop an action plan, and provide support. ODI will serve as an immediate resource for students, faculty, and staff, regardless of whether UMPD's investigation indicates that an incident was motivated by protected status.

**B. Investigation by UMPD.** UMPD will conduct an investigation on all reports it receives. In determining whether a specific act or incident constitutes prohibited conduct, the totality of the circumstances will be considered, including whether the motivation for the conduct was based on actual or perceived protected status and the impact of the conduct on the perceived target.

Depending on the outcome of UMPD's investigation, reports will be classified according to Maryland State Police procedures. UMPD will also assess whether a hate crime has occurred, as defined under Maryland state law, and will take steps to initiate criminal charges if appropriate. UMPD will share its findings with ODI and all relevant University offices for consideration of appropriate administrative action.

#### **V. University Administrative Review Procedures**

After its investigation is completed, UMPD will make any necessary referrals to relevant University offices for administrative review and will share the facts of the case found through the investigation. University review of referrals from UMPD will be assessed through appropriate processes depending on whether the individual or group identified in the referral is a student, faculty, or staff member. The University's review should determine whether or not the individual or group is responsible for engaging in prohibited conduct.

**A. Students.** A student, a group of students, or a student organization identified by UMPD as potentially engaging in prohibited conduct will be referred to the Office of Student Conduct (OSC) for investigation and adjudication. University student disciplinary procedures and procedural rights established in the *Code of Student Conduct* will be followed.

**B. Faculty.** A faculty member or a group of faculty members identified by UMPD as potentially engaging in prohibited conduct will be referred to the Office of Faculty Affairs (OFA), in accordance with VII-11.00(A) University of Maryland Faculty and Staff Workplace Violence Reporting and Risk Assessment Procedures. If an incident is classified by UMPD as verified, OFA will relay the matter to the relevant administrator(s), who will initiate a review of the information from UMPD.

**C. Staff.** A staff member or a group of staff members identified by UMPD as potentially engaging in prohibited conduct will be referred to the Office of Staff Relations within University Human Resources (UHR) in accordance with VII-11.00(A) University of Maryland Faculty and Staff Workplace Violence Reporting and Risk Assessment Procedures. If an incident is classified by UMPD as verified, UHR will relay the matter to the relevant administrator(s), who will initiate a review of the information from UMPD.

## VI. Sanctions

If there is a finding of responsibility, sanctions, including discipline, may be imposed. Based on the severity of the prohibited conduct, various actions should be considered, ranging from educational and remedial actions to discipline up to and including dismissal from the University. The University shall endeavor to educate and support students, faculty, and staff in reaching their academic, personal, and professional goals while fostering a climate of accountability and responsibility for individual actions. The University's goals are to protect the campus community, deter future offenses, and promote individual accountability.

**A. Students.** Students, student groups, and student organizations found responsible for prohibited conduct will face disciplinary and/or educational sanctions as specified in the *Code of Student Conduct*.

**B. Faculty.** After a finding of responsibility, the relevant administrator(s) will initiate appropriate action. Depending on the circumstances of the case, educational opportunities may be considered. If warranted, disciplinary action may range from termination or suspension to reassignment of duties, in accordance with University policies and employment contracts. The relevant administrator(s) should consult with OFA as it determines any appropriate sanctions.

**C. Staff.** After a finding of responsibility, the relevant administrator(s) will initiate appropriate action. Depending on the circumstances of the case, educational opportunities may be considered. If warranted, disciplinary action or corrective measures may range from termination or suspension to workplace modifications, in accordance with University policies and employment contracts. The relevant administrator(s) should consult with UHR as it determines any appropriate sanctions.

## VII. Retaliation

Retaliation against any individual who makes a report in good faith or participates in an investigation in relation to threatening or intimidating conduct is strictly prohibited. Retaliation means an adverse action taken against an individual, where there is a clear causal link between the adverse action and their participation in this process. A report is not made in good faith if it is false or misleading; was made with the intention to harass; appears to be frivolous; or is otherwise an abuse of the reporting process. Individuals who are alleged to have engaged in retaliation may be subject to disciplinary action.

## VIII. Resources

All members of the University community have access to campus resources to address the effects of threatening or intimidating conduct, including:

**University of Maryland Police Department.** UMPD receives and assesses all reports of prohibited conduct motivated in whole or in part by actual or perceived protected status. UMPD investigates reports of such prohibited conduct by gathering details, collecting evidence, sharing information with law enforcement partners, and consulting with legal experts. UMPD will communicate with relevant administrative offices to facilitate the University's response and to make appropriate referrals to begin University disciplinary processes.

Emergency: 911 or (301)405-3333 (mobile phone: #3333)

Non-emergency: (301)405-3555

Website: [www.umpd.umd.edu](http://www.umpd.umd.edu)

**Office of Diversity & Inclusion.** ODI tracks hate-bias incident reports and coordinates the deployment of campus support services to individuals affected by hate-bias incidents. ODI also provides campus

programming in collaboration with other campus units to foster prevention efforts and facilitate responses to hate-bias incidents.

Phone: (301) 405-6810

Website: [www.diversity.umd.edu](http://www.diversity.umd.edu)

**University Counseling Center.** The Counseling Center provides comprehensive psychological and counseling services to students and others in the University community. The Center is staffed by counseling and clinical psychologists.

Phone: (301) 314-7651

Website: [www.counseling.umd.edu](http://www.counseling.umd.edu)

**University Health Center, Mental Health Service.** The Mental Health Service in the Health Center offers short-term psychotherapy, medication evaluations, crisis intervention, group psychotherapy, and more. The service is staffed by psychiatrists and licensed clinical social workers.

Phone: (301) 314-8106

Website: [www.health.umd.edu/mentalhealth/services](http://www.health.umd.edu/mentalhealth/services)

**Campus Chaplains.** Campus chaplains represent 14 faith communities, working to serve the spiritual needs of the community. Campus Chaplains will meet with any member of the campus community, regardless of faith background.

Website: [http://thestamp.umd.edu/memorial\\_chapel/chaplains](http://thestamp.umd.edu/memorial_chapel/chaplains)

**Faculty Staff Assistance Program (FSAP).** FSAP provides free and confidential support to all faculty and staff (and their family members) on a range of issues. Services include short-term counseling services provided through FSAP (generally used for 3 sessions, but can support up to 10 sessions of counseling). FSAP also provides referrals for long-term counseling needs.

Phone: (301) 314-8170 or (301) 314-8099

Website: <http://www.health.umd.edu/fsap>

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## **APPENDICES**

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Appendix 1 - Inclusion & Respect Task Force Charge

Appendix 2 - Revised Non-Discrimination Policy & Procedures

Appendix 3 - Peer Institution Overview

## Appendix 1 - Inclusion & Respect Task Force Charge



### University Senate CHARGE

|                           |                                                                                                                |
|---------------------------|----------------------------------------------------------------------------------------------------------------|
| <b>Date:</b>              | August 25, 2017                                                                                                |
| <b>To:</b>                | Lucy Dalglish, Warren Kelley, Ja’Nya Banks<br>Co-Chairs, Joint President/Senate Inclusion & Respect Task Force |
| <b>From:</b>              | Wallace D. Loh <i>W. Loh</i><br>President<br>Daniel Falvey <i>D. Falvey</i><br>Chair, University Senate        |
| <b>Subject:</b>           | Inclusion and Respect at the University of Maryland                                                            |
| <b>Senate Document #:</b> | 17-18-03                                                                                                       |
| <b>Deadline:</b>          | March 30, 2018                                                                                                 |

President Loh and the Senate Executive Committee (SEC) request that the Joint President/Senate Inclusion & Respect Task Force consider how best to nurture a climate that is respectful and inclusive of all members of our campus community, stands against hate, and reaffirms the values that define us a University.

Specifically, we ask that you:

1. Collect input from and engage the entire campus community, including faculty, staff, students, administrators, and alumni, as well as representatives of the surrounding community, on the current campus climate and on the difficult issues at the intersections of free speech, hate speech, and freedom of association.
2. Assess the climate on diversity and inclusion on the campus and how it is experienced by members of the campus community. Review existing data on campus climate and gather information from members of the campus community from a variety of backgrounds and experiences, including underrepresented minorities and members of the international and LGBTQ communities.
3. Consult with representatives of the Office of Diversity & Inclusion (ODI), the Office of Student Conduct, the University of Maryland Police Department (UMPD), the Office of Civil Rights and Sexual Misconduct (OCRSM), Office of Rights and Responsibilities in the Department of Resident Life, the Department of Fraternity and Sorority Life, the Department of Athletics, University Marketing and Communications, the Office of Undergraduate Studies, and other relevant units at the University.

4. Review the University of Maryland Non-Discrimination Policy and Procedures and other relevant University and University System of Maryland policies.
5. Review the University's procedures for reporting and resolving reports of hate, bias, racism, and discrimination.
6. Review information on the response to past reports of hate and bias incidents at the University from OCRSM, UMPD, ODI, and any other relevant University offices.
7. Review and assess current resources, programs, and outreach efforts to (1) educate the campus community, and (2) support those affected by racism and discrimination, and their overall effectiveness.
8. Review current cultural competency initiatives and trainings throughout the University and consider the effectiveness of these efforts in creating an inclusive campus environment.
9. Review research related to race/ethnicity, discrimination, and bias in higher education.
10. Review and assess best practices at our peer institutions.
11. Review higher education professional association guidance addressing hate speech and campus climate issues.
12. Consider how to evaluate the needs of underrepresented groups and develop strategies to assess the efficacy of efforts to address those needs and create a more inclusive environment.
13. Consider how best to differentiate between free speech and hate speech in University policies and procedures.
14. Consider how appropriate communication and public awareness efforts should be used to promote a more inclusive campus climate.
15. Develop strategies for fostering a campus environment that is intolerant of hate, bias, and racism, including any necessary educational or training initiatives for students, faculty, staff, and administrators. Consider how these strategies should be implemented and how they can be evaluated for effectiveness.
16. Develop a statement on the University's core values and consider how those values are instilled in students, faculty, and staff. If appropriate, consider how to enhance understanding of our core values and develop strategies to reinforce them over time.

17. Consult with the appropriate Senate committees on any proposed revisions to University policies and procedures.
18. Consult with the University's Office of General Counsel on any proposed recommendations.
19. If appropriate, make recommendations on revisions to University policies and procedures as well as on appropriate strategies for fostering an inclusive campus community.

We ask that you submit your report and recommendations to the Senate and the President's Offices no later than March 30, 2018. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.

## Appendix 2 - Revised Non-Discrimination Policy & Procedures

Proposed Revisions from the Joint President/Senate Inclusion & Respect Task Force  
New Text in Blue/Bold (**example**), Removed Text in Red/Strikeout (~~example~~)

### **VI-1.00(B) UNIVERSITY OF MARYLAND NON-DISCRIMINATION POLICY AND PROCEDURES**

(Approved on an Interim Basis October 1, 2015; Amended March 22, 2016;  
Amended and approved by the President May 6, 2016)

#### **I. POLICY STATEMENT**

The University of Maryland is committed to creating and maintaining an educational, working, and living environment that is free from discrimination and harassment. This Policy prohibits discrimination on grounds protected under Federal and Maryland law and Board of Regents policies. University programs, activities, and facilities are available to all without regard to race, color, sex<sup>1</sup>, gender identity or expression, sexual orientation, marital status, age, national origin, political affiliation, physical or mental disability<sup>2</sup>, religion, protected veteran status, genetic information, personal appearance, or any other legally protected class. Retaliation against any individual who files a complaint or participates in an investigation under this Policy is strictly prohibited. In furtherance of the University's commitment to equal opportunity, this Policy and associated procedures are established to address and remedy complaints of discrimination, harassment, and retaliation based on a protected class.

The **Office of Civil Rights & Sexual Misconduct (OCRSM)** shall receive all complaints of discrimination and harassment made pursuant to this Policy. Complaints may also be filed online [here](#).

#### **Office of Civil Rights & Sexual Misconduct (OCRSM)**

University of Maryland

4113 Susquehanna Hall

4200 Lehigh Road

College Park, MD 20742-5031

E-mail: [civilrights@umd.edu](mailto:civilrights@umd.edu)

Phone: 301-405-1142 | Fax: 301-405-2837

~~<http://www.umd.edu/ocrsm/>~~ <http://www.ocrsm.umd.edu>

#### **II. APPLICABILITY**

This policy applies to members of the University community, including students, trainees, faculty, staff, and certain third parties (e.g., visitors, volunteers, applicants for admission or employment, vendors, and contractors) while on University property or while participating in University sponsored activities who either carry out discrimination or are subject to it.

This policy applies to discrimination, harassment, or retaliation:

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<sup>1</sup> Complaints based on sexual misconduct will be addressed under the University's Sexual Misconduct Policy & Procedures VI-1.60(A) as appropriate. Complaints of discrimination based on sex or gender that do not involve

<sup>2</sup> The University's policy and procedures for requesting disability accommodations may be found in the VI-1.00(D) University of Maryland Disability & Accessibility Policy and Procedures. Complaints of discrimination on the basis of disability may be made under this Non-Discrimination Policy.

- on University premises, in any University facility, or on University property; **and/or**
- at any University sponsored, recognized, or approved program, visit, or activity, regardless of location; **and**
- that impedes equal access to any University education program or activity or that adversely impacts the education or employment of a member of the University community regardless of where the conduct occurred.~~;~~~~or~~
- ~~▪ that otherwise threatens the health or safety of a member of the University community.~~

### III. DEFINITIONS

**“Discrimination”** is unequal treatment based on a legally protected status that is sufficiently serious to unreasonably interfere with or limit an individual’s opportunity to participate in or benefit from a University program or activity, or that otherwise adversely affects a term or condition of the individual’s employment or education.

**“Harassment”** is a form of discrimination (as defined above) that encompasses unwelcome conduct based on a person’s protected status. Harassment is **severe or pervasive** conduct that negatively affects the particular individual and also would negatively affect a reasonable person under the same circumstances. Harassment in violation of this Policy depends on the totality of the circumstances, including the nature, frequency, and duration of the conduct in question, the location and context in which it occurs, and the status of the individuals involved. Harassing behaviors may include, but are not limited to, the following, when based on a person’s protected status:

- conduct, whether verbal, physical, written, graphic, or electronic that threatens, intimidates, offends, belittles, denigrates, or shows an aversion toward an individual or group;
- epithets, slurs, or negative stereotyping, jokes, or nicknames;
- written, printed, or graphic material that contains offensive, denigrating, or demeaning comments, or pictures; and
- the display of offensive, denigrating, or demeaning objects, e-mails, text messages, or cell phone pictures.

**“Personal appearance”** means the outward appearance of any person irrespective of sex with regard to hairstyle, beards, or manner of dress. It shall not relate, however, to the requirement of cleanliness, uniforms, or prescribed attire when uniformly applied for admittance to a public accommodation or a class of employees for a customary or reasonable business-related purpose.

**“Retaliation”** refers to action that is taken against an individual because they reported discrimination, filed a complaint of discrimination, or participated in an investigation or proceeding concerning a discrimination complaint.

### IV. COMPLAINT PROCEDURES

Generally, a complaint filed under another University policy or Maryland statute cannot also be addressed under this Policy. Students, staff, and faculty must choose between the different complaint processes available to them.



## **A. Reporting**

Individuals who experience violations of this Policy are encouraged to promptly file a complaint with the OCRSM or bring it directly to the attention of their supervisor.

Supervisors, faculty, and University administrators who receive or become aware of a complaint of conduct in violation of this Policy are encouraged to report it to the OCRSM. This does not apply to confidential resources on campus, such as the University Counseling Center, Health Center, Mental Health Services, and University Chaplains.

## **B. Timeliness**

Complaints must be made within ninety (90) business days of the incident(s). The OCRSM may waive the time limit upon a showing of good cause.

## **C. Initial Assessment**

Written complaints are encouraged, but not required. If a verbal complaint is made, the OCRSM will prepare a written statement of the allegations and the Complainant will be required to acknowledge its accuracy in writing. The OCRSM will acknowledge receipt of the complaint by sending a notification letter or contacting the Complainant directly within five (5) business days of receipt. The OCRSM will then conduct an initial assessment of the complaint to determine whether the complaint should be investigated, and will consider the Complainant's request that the complaint be investigated or not investigated. The OCRSM will then notify the complainant whether:

- the complaint is appropriately filed with the OCRSM and the OCRSM has jurisdiction over the alleged conduct and the Respondent;
- the complaint has previously been filed under another University policy or Maryland statute;
- the complaint is suitable for alternative resolution; and
- the allegations, if true, would constitute a Policy violation.

If it is determined that the complaint is not appropriately filed with the OCRSM, the Complainant will be informed of the reason.

## **D. Alternative Resolution Process**

When determined appropriate by the OCRSM, the Complainant may elect to resolve a complaint through Alternative Resolution. The purpose of Alternative Resolution is to resolve the complaint by conference and conciliation. The OCRSM will notify and advise supervisors and other administrators, as appropriate, of the complaint and efforts by the parties to proceed with Alternative Resolution. The OCRSM shall document efforts to resolve the complaint and whether or not those efforts were successful. When Alternative Resolution is successful, the OCRSM shall summarize the resolution in writing, have it signed by the parties, and provide signed copies to the respective parties and supervisors and administrators, as appropriate. The OCRSM will also monitor implementation of the resolution agreement and/or close the case. When Alternative Resolution does not succeed within forty-five (45) business days of the date the complaint is filed, the OCRSM will cease that process and begin the investigation process.

## **E. Investigation**

When the Initial Assessment or a failure of the Alternative Resolution process results in a determination that the OCRSM will investigate the complaint, the OCRSM shall advise the Complainant and Respondent of their rights under this Policy, including the following:

- both parties have a right to an impartial investigation;
- both parties have a right to produce relevant documents, witnesses, and other material they would like the investigation to include; and
- both parties may have an advisor of their choice present to provide advice during the investigative interview; however, the advisor may not speak or act on behalf of the party.

The OCRSM will assign an investigator<sup>3</sup> who will conduct an adequate, reliable, and impartial investigation of the complaint. The investigator will interview the Complainant and the Respondent and any other available relevant witnesses, and review available relevant documents.

### **1. Standard of Review**

In making the determination of whether a Policy violation has occurred, the standard of review is “preponderance of the evidence,” which means it is more likely than not that a Policy violation occurred.

### **2. Expectation of Cooperation**

Absent good cause, all parties and identified witnesses shall cooperate during the investigation by being available during reasonable business hours to discuss the

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<sup>3</sup> An investigator in the OCRSM, for purposes of state employment regulations, is also considered to be the Fair Practices Officer.

complaint and by making available any relevant information requested by the investigator.

### **3. Investigation Timeline**

The OCRSM seeks to complete an investigation within sixty (60) business days and may extend the time frames set forth in this Policy for good cause. Exceptions to this timeframe may vary depending on the complexity of the investigation, access to relevant parties, and the severity and extent of the alleged discrimination.

### **4. False Information**

Anyone who knowingly files a false complaint under this Policy or who knowingly provides false information to the OCRSM during an investigation will be subject to appropriate disciplinary action.

### **5. Written Investigation Report and Findings**

The OCRSM shall complete a written report of its investigation, including a summary of the allegations, evidence reviewed and witness statements, findings of material fact and an analysis of those facts, and a conclusion stating whether the Policy was violated, based on the preponderance of evidence standard. The OCRSM then will issue a *Notice of Findings* and/or provide a copy of the investigation report to the parties and to the appropriate supervisors or department/unit heads, or the Office of Student Conduct, depending on the status of the parties. Copies of the investigation report may be redacted to comply with applicable law.

## **V. APPEAL**

The Complainant and/or Respondent may appeal the investigation finding within five (5) business days of the date of receipt of the *Notice of Findings* by submitting to the OCRSM at [civilrights@umd.edu](mailto:civilrights@umd.edu) a written statement of their intent to appeal and the stated grounds. The scope of the appeal is limited to the grounds set forth below. Mere dissatisfaction with the finding is not a valid basis for appeal. If an appeal is received by the OCRSM, the other party will be notified and given five (5) business days from the date of receipt of that notice to respond by submitting a written statement to the OCRSM at [civilrights@umd.edu](mailto:civilrights@umd.edu). All appeals and responses shall include the case name, number, and the party's name and contact information. Appeals filed by more than one party will be considered together in one appeal review process. All appeal documents submitted by a party will be shared with the other party.

If neither party submits an appeal, the decision will be considered final five (5) business days after the last date either party received the *Notice of Findings*. Appeals submitted after five (5) business days shall be denied, except upon a showing of good cause.

### **A. Grounds for Appeal**

Either party may appeal the Finding only on the following grounds:

### **1. Substantial Procedural Error**

Procedural errors or errors in interpretation of University policy were so substantial as to effectively deny a Complainant or Respondent notice or a fair opportunity to be heard.

### **2. New Evidence**

New relevant, material evidence that a reasonably diligent person could not have discovered prior to the issuance of the *Notice of Findings* has become available.

## **B. Review**

The appealing party has the burden of proof, and the standard of proof is preponderance of the evidence. Appeals are not intended to allow for a review of the entire investigation, with the exception of new evidence, as referenced above. The appellate review will be based on the written record; parties are not entitled to a hearing or meeting with the reviewing administrator or designee.

Appeals will be reviewed in accordance with the Respondent's status as listed below:

- appeals involving a Staff Respondent shall be reviewed by the Vice President for Administration & Finance or designee;
- appeals involving a Faculty Respondent shall be reviewed by the Senior Vice President and Provost or designee;
- appeals involving a Student Respondent shall be reviewed by the Vice President for Student Affairs or designee;
- appeals that do not directly involve a faculty, staff, or student Respondent shall be reviewed by the Vice President for Administration & Finance or designee.

## **C. Outcome**

Upon receipt of the appeal and response, the OCRSM will forward them to the respective Vice President's Office. Within five (5) business days, the Vice President will issue a written determination stating whether the Appeal was granted or denied, including a summary of its rationale (the "Appeal Outcome"). The Appeal Outcome shall either:

- affirm the Finding,
- overturn and Reverse Finding, or
- send the Case Back to the Special Investigator with specific directions to reconsider the Finding.

The decision of the Vice President or designee as set forth in the Appeal Outcome shall be final. The Vice President shall forward a copy of the Appeal Outcome to the OCRSM via email to [civilrights@umd.edu](mailto:civilrights@umd.edu). The OCRSM will forward a copy of the Appeal Outcome to the parties and respective supervisor/unit head/department chair or dean/Director of Student Conduct as soon as possible.

## **VI. RECOMMENDATIONS FOR CORRECTIVE ACTION**

The OCRSM may provide the appropriate Vice President, supervisor, and department chair dean with a *Recommendation for Corrective Action*. The final decision for determining and implementing any necessary corrective action shall remain the responsibility of the appropriate Vice President or designee. The Vice President or designee will notify the OCRSM within ten (10) business days of any corrective action that has been implemented.

The OCRSM is responsible for monitoring efforts to ensure that any ongoing violations of the Policy cease. In the event corrective action requires specific anti-discrimination training not readily available to the parties, the OCRSM will work with the supervisor and/or department/unit head to ensure training occurs as soon as feasible.

## **VII. DISCIPLINARY ACTION**

### **A. Students**

With respect to Student Respondents, the Director of the Office of Student Conduct (OSC) in accordance with the provisions of the Code of Student Conduct is responsible for imposing disciplinary action.

1. Discipline that impacts a student's status with the University includes: expulsion, suspension for a definite or indefinite period, and disciplinary probation for a definite or indefinite period. Expulsion, suspension, and disciplinary probation will be noted on a student's transcript. Disciplinary suspensions and expulsions are subject to the approval of the Vice President for Student Affairs.
2. Discipline that does not impact a student's status with the University includes but is not limited to: educational requirements, "no contact" orders, housing restrictions, community service, and disciplinary reprimand. Failure to comply with any of the sanctions listed above may result in further disciplinary action that could impact a student's disciplinary status with the University.

The OCRSM may provide other remedies, in consultation with the OSC, as appropriate. These remedies will identify reasonable long-term or permanent remedies to address the effects of the conduct on the Complainant, restore the Complainant's safety and well-being and maximize the Complainant's educational and employment opportunities. Remedies may also be identified to address the effects of the conduct on the University community.

Students may appeal discipline imposed as a result of a violation of this Policy in accordance with the Code of Student Conduct.

## **B. Staff**

With respect to Staff Respondents, any disciplinary action or corrective measures will be imposed by the appropriate supervisor and unit head, in consultation with the Assistant Vice President for Human Resources, the Director of the OCRSM, and other relevant administrators, as needed. This may include the following:

- unit transfers;
- reassignment of duties;
- mandatory training;
- verbal reminders;
- written reminders/letters of reprimand;
- suspension without Pay;
- suspension pending charges of removal; and
- termination.

Staff may grieve discipline imposed as a result of a violation of this Policy in accordance with their respective grievance rights.

## **C. Faculty**

With respect to Faculty Respondents, disciplinary action or corrective measures will be imposed by the appropriate supervisor and unit head, in consultation with the Office of the Senior Vice President and Provost, the Director of the OCRSM, and other relevant administrators, as needed. This may include the following:

- reassignment of duties;
- mandatory training;
- verbal reminders;
- written reminders/letters of reprimand;
- suspension with or without pay; and
- termination.

Faculty may grieve discipline imposed as a result of a violation of this Policy in accordance with their respective grievance rights.

## **D. Records Retention**

The OCRSM will maintain the records relating to the investigation. The respective unit responsible for issuing any discipline will maintain any disciplinary records in accordance with the University's records retention schedule. The respective unit shall also provide a copy of the disciplinary records to the OCRSM.



## **VIII. EXTERNAL GOVERNMENT AGENCIES THAT ADDRESS DISCRIMINATION COMPLAINTS**

Filing an employment discrimination complaint under this Policy or an alternative campus procedure does not preclude an employee from filing a complaint with the Maryland Commission on Civil Rights, the Equal Employment Opportunity Commission, or the Office for Civil Rights of the U.S. Department of Education.

Complainants who wish to file discrimination complaints that are not connected with the official functions of the University or not falling within the scope of this Policy, will be referred to appropriate University, County, State, or Federal agencies by the OCRSM.

### **Office for Civil Rights U.S. Department of Education**

Philadelphia Office (Regional Office for Maryland)  
The Wanamaker Building  
100 Penn Square East, Suite 515  
Philadelphia, PA 19107-3323  
Phone: 215-656-8541  
FAX: 215-656-8605  
TDD: 800-877-8339  
Email: [OCR.Philadelphia@ed.gov](mailto:OCR.Philadelphia@ed.gov)  
Website: <http://www2.ed.gov/about/offices/list/ocr/index.html>

### **Maryland Commission on Civil Rights**

Phone: 410-767-8600  
Website: <http://mccr.maryland.gov/>

### **Equal Employment Opportunity Commission**

Phone: 800-669-4000  
TTY: 800-669-6820  
Website: <https://egov.eeoc.gov/eas/>

It is important to note that in order to protect certain legal rights and remedies, Complainants must comply with certain time limits and deadlines. Affected persons should contact the relevant agencies listed above to verify time limits for filing. Failure to meet required deadlines may result in a loss of rights to seek a legal remedy.

Replacement for:

*Policy VI-1.00(B) University of Maryland Code on Equity, Diversity, and Inclusion*

## Appendix 3 - Peer Institution Overview

The Task Force reviewed Big 10 and other peer institution data and best practices on diversity-related initiatives on prevention & education, campus climate, hate/bias response, and free/hate speech. An overview of the Task Force's findings and highlights from several institutions are provided below and should be considered while developing the University's comprehensive diversity and inclusion initiative.

### Prevention & Education

Through its review, the Task Force identified best practices related to diversity and inclusion. Much of the focus of diversity-related programming is on initiatives for students. Several institutions focus programming on incoming and transfer students through a blend of required and optional activities that can be offered through online modules or in-person workshops. Some institutions provide training for faculty on difficult dialogues in the classroom. Institutions varied in the types of content areas provided in programming, such as implicit bias and bystander intervention. Some institutions also provided badging/certificate programs that recognize core competencies and skills. Peers also provided cultural competency education through a variety of co-curricular activities or through specific courses. There were also some institutions that provided a comprehensive diversity website that includes resources, upcoming events, resources on communities and affinity groups, programs, trainings, awards & scholarships, etc. Programming examples from peer institutions are highlighted below.

#### Programming for Incoming & Transfer Students

- Michigan State University requires that all incoming undergraduates and transfer students complete an 30-45 minute online "[Diversity & Inclusion@MSU eLearning](#)" program, which gives a general overview of diversity and inclusion at MSU, an introduction to basic terms and concepts, and a sense of how students can engage with each other more deeply at MSU.
- The University of Illinois at Urbana Champaign requires all first year students to attend [IConnect](#), an innovative workshop that explores some of the foundational skills needed to collaborate, learn, and work in diverse environments during a student's years at Illinois and beyond.
- The University of Illinois at Urbana Champaign requires first-year students to take [DiversityEDU30](#), an online training module used to provide a common understanding of diversity terminology, introduce diversity concepts students will face during their time at the University of Illinois, and challenge students to embrace the opportunity to engage with difference as part of their Illinois experience.
- The University of Iowa provides students with an opportunity to attend a [45-minute welcome and information session](#) presented by the Center for Diversity and Enrichment during Orientation. This session is required for Advantage Iowa Scholars (historically underrepresented minorities) and students receiving military benefits.

#### Workshops on Difficult Dialogues in the Classroom

- Michigan State University offers resources for [Difficult Dialogues in the Classroom](#).
- The University of Minnesota offers workshops and trainings, which includes a session on [Teaching with Intention: Facilitating Challenging Conversations in the Classroom](#).

### Implicit Bias Programs

- Michigan State University offers an [Understanding Implicit Bias Certification Program](#), a series of three courses that will allow participants to experience thoroughly examined implicit bias and begin the work of interrupting their own biases as well as those embedded within systems at MSU.

### Bystander Intervention Programs

- Northwestern University offers [bystander intervention training](#) to students, faculty, and staff. Step Up is a bystander intervention training program that aims to create a more engaged Northwestern community by providing students, faculty, and staff with the basic tools to safely and effectively intervene in situations where someone might be in danger. Step Up includes a topic on discrimination.

### Cultural Competency Education

- Northwestern University offers a variety of dialogue programs, leadership programs, and other training opportunities to include [Cultural Competency Education](#).
- The University of Wisconsin offers a course to students called Student [SEED](#), a non-traditional, grass-roots developed social justice course which uses “the textbook of students lives” as the main teaching tool. Students explore and share their own individual experiences with race, class, gender, sexual orientation, religion, and ability in order to learn about and understand the large systems of privilege and oppression. The course facilitators strive to create a safe and respectful environment for students to reflect on and share their own experiences, learn from their peers’ experiences and build community while engaging in deep critical thinking around issues that are pervasive in our society and daily lives.

### Badging/Certification Programs

- The University of Iowa has created a badging type of system called [Building University of Iowa Leadership for Diversity \(BUILD\)](#). The BUILD initiative is an opportunity for UI faculty and staff to gain strategic knowledge and skills to contribute to a welcoming and inclusive environment for all. By completing a series of workshops, participants will earn a certificate demonstrating their commitment as leaders for diversity, equity, and inclusion in the workplace and classroom.
- Purdue University offers a badging program that is called [DiversiKey](#). The DiversiKey Certificate Program is a competencies-based program of curricular, co-curricular, and field experiences in diversity and leadership. Core competencies, skills, and cognition areas are organized into three clusters, *personal growth*, *interpersonal development*, and *community involvement*. The use of these competency clusters offers skills based progression to guide development and assess achievement.
- The University of Minnesota offers an [Equity and Diversity Certificate](#) program that helps participants develop the tools necessary for advancing equity and diversity in all aspects of their personal and professional lives. It’s free of charge and open to students, faculty, staff, and alumni on all campuses of the University of Minnesota.

### Comprehensive Diversity Website

- “[Diversity at Iowa](#)” is an example of a comprehensive website that includes resources, upcoming events, communities and affinity groups, programs, trainings, awards & scholarships, etc.

## **Campus Climate**

### Climate Surveys

Nearly all peer institutions reviewed engage in efforts to survey the campus climate for diversity and inclusion purposes, or are beginning to develop such efforts. Campus climate is typically measured on an annual or biennial basis through the online distribution of surveys to the entire campus community. Half of the institutions use surveys that they developed, while a couple institutions use outside vendors to develop or provide survey instruments. Some institutions utilize the SERU survey, which is a survey focused on academic and civic engagement that originated at University of California-Berkeley and has been made available to institutions in the Association of American Universities (AAU).

In most cases, the results of the survey are analyzed by the office responsible for institutional diversity initiatives and/or the Office of the Provost, and results are used to create new initiatives. Some institutions share the results with the campus community, and a few have made results public. As most institutions are still in the beginning stages of surveying campus climate, most are still developing their plans for how to utilize the information collected.

### Principles & Values

A few peer institutions have engaged in efforts to clearly articulate the principles and values that define the University and its community. Institutions with statements of core values include Penn State University, The Ohio State University, University of Illinois at Urbana-Champaign, and Michigan State University. Of these institutions, Penn State has gone the furthest in developing tools and strategies for continually articulating and emphasizing the values of its community. Each value identified in the statement has an associated video that helps explain what that value means to Penn State. Penn State has developed tools such as tips for including values statements in syllabi, conversation starters focused on the values, and media materials such as posters that are available to faculty and staff. All materials related to Penn State's values can be found online at <https://universityethics.psu.edu/penn-state-values>.

## **Hate/Bias Response**

### Reporting an Incident

All institutions surveyed are committed to creating a safe, equitable, and inclusive environment for students, staff, and faculty, one that is free from discrimination, harassment, and retaliation. Every institution has a slightly different approach to reporting, investigating, and resolving conflicts of hate and bias. Most universities have units or teams dedicated to handle incidents of hate and bias, such as the Campus Inclusion Team (University of Iowa), Inclusion and Anti-Bias Unit (MSU), and Bias Response and Referral Network (University of Minnesota). In general, every institution relies on its analogs to the Office of Diversity and Inclusion, Human Resources, Office of the Dean of Students, and the Police Department to partner with other necessary units to respond to hate/bias incidents.

To report hate/bias incidents, faculty and staff are generally asked to contact Human Resources or resolve their conflicts internally with their supervisors. Students are typically encouraged to report either directly or indirectly to the Office of the Dean of Students, the Office of the Provost, or another academic or student-focused unit.

Reporting an incident may be done via email, phone call, online, or face to face. Almost all universities prefer online reporting. One peer institution prefers reporting via email or phone call in order to respond promptly.

Institutions vary on whether they accept anonymous reports. Some do not accept anonymous incident reports, while other institutions may accept the report and proceed with an investigation as long as sufficient information is provided. Many institutions encourage reporting an incident even if the victim does not wish to move forward with a formal investigation, in order to allow the institution to be aware of the situation, and to take steps to ensure the safety of the victim and others in the community. Reporting also allows the institution to keep accurate records of the number of incidents, assess incident reports to identify patterns, and alert the campus community of potential danger when incidents or patterns are ongoing.

### Initial Response to a Report

Upon receiving the incident report, those impacted by or perceived to be targets of the incident are typically contacted within 48 hours. Based upon the severity of the incident, almost all institutions take steps to provide support to those affected as necessary. Support measures may include, but are not limited to: referrals for medical attention or psychological support, connecting the individual with other impacted community members, academic or workplace accommodations (extension for an exam or assignment, excused time off from class or work), transportation assistance, housing accommodations, or providing appropriate support through University Police if there is a continuing threat.

### Policy Structure and Adjudication Procedures

All of the institutions surveyed prohibit discrimination, harassment, and threats in some way, many through non-discrimination or equal opportunity policies. Some institutions provide definitions of hate/bias incidents online and in informal guidance, but none provide such definitions in policy documents.

- “The related conduct that is classified as a bias incident is defined as an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor (regardless of whether the act is criminal). A hate crime is a bias incident that has risen to the level of a crime. ...All hate crimes are bias incidents, but not all bias incidents are hate crimes.” (See p. 9-10: <http://www.northwestern.edu/up/docs/NorthwesternUniversityCampusViolencePreventionPlan.pdf>)
- “An event that has the effect of demeaning or degrading an individual or a group and is motivated in whole or in part by the perpetrator’s bias against a particular group. Experiencing prejudice, stigma, or discriminatory attitudes and/or behavior.” (See: <https://bias.unl.edu/bias-faqs-terminology>)

In cases where hate/bias incidents violate University policies on discrimination, harassment, and threats and a perpetrator is able to be identified, the institution will pursue action. For these types of conduct, half of our peer institutions have a single policy that applies to all members of the university community (students, faculty, and staff); the other half of our peers have separate policies for separate constituencies.

Seven institutions have policies that allow for adjudication of complaints regarding discrimination, harassment, or threats by a committee. At most institutions where adjudication by committee is not the norm, it is possible to adjudicate by committee in certain cases (such as for students but not for faculty, or for especially complex cases). At institutions where cases are not adjudicated by committee, the responsible unit is often the Office of Student Affairs (if the respondent is a student) or the unit through which the respondent is employed (if faculty or staff).



After adjudication, the responsible unit typically enacts the sanctions, if any. Sanctions for students typically range from required diversity training, loss of privileges (such as library access or on-campus housing), do-not-contact orders, suspension, and separation from the institution. Possible sanctions for faculty and staff can range from a letter of reprimand, recommended counseling, suspension or leave of absence without pay, reassignment of teaching or other responsibilities, probation, demotion, or termination.

#### University Response to Non-Conduct Incidents

Hate/bias incidents are often disruptive, but they may not always be in violation of University policy or the law. In many cases, hate/bias incidents that will not result in discipline still warrant a response from the University, in terms of opportunities for discussion or education on how the incident affected members of the University community. Possible options for resolution may include one of the following actions, as suggested by Rutgers University:

- Initiating contact with any group(s) affected by the hate/bias incident (e.g., a residence hall, a student organization, recreation center, class, etc.)
- Ensuring that any offending material, such as graffiti or defaced posters, have been removed. Note: materials should be removed only after police have been contacted and have come to the scene to take a report.
- Making contact with persons identified or persons suspected of committing the hate/bias incident to talk about the incident and the impact on the community.
- Recommendation of an educational program or initiative to alleviate the impact on the community from the hate/bias incident.

#### Communicating with Students, Faculty, and Staff Regarding Hate/Bias Incidents

In the immediate aftermath of a hate/bias incident, or during ongoing incidents, institutions will typically alert the campus community of any serious or continuing threats on or near campus, to provide the community with enough time and information to take safety precautions.

In the aftermath of hate/bias incidents, very few universities provide information about hate and bias incidents openly unless there is a continuing threat. At some institutions, the only acknowledgement of statistics related to hate/bias incidents appear in the Annual Security Report required by the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (Clery Act).

Some institutions do prepare detailed reports and provide data on hate/bias incidents and hate crimes to their campus community on an annual or more frequent basis.

- The University of Illinois at Urbana-Champaign bias assessment website <http://bart.illinois.edu/> aggregates information about the institution's policies and procedures, as well as reporting information. Illinois's approach is comprehensive, in that it provides a form for reporting bias incidents and two types of reports - an annual report with description of hate/bias incidents and associated follow-up, and a statistical breakdown of incidents.
- The University of Wisconsin also has a comprehensive bias reporting website at <https://doso.students.wisc.edu/services/bias-reporting-process/>. The website includes an online incident report form, resources for those affected by hate/bias incidents, data on current incidents, and data on incidents from past semesters. Incident data includes information on the type of incident, the targeted identity, and the action taken.
- The Ohio State University includes records of bias reports received by the Bias Assessment and Response Team on its website and provides summary reports from each academic year. <https://studentlife.osu.edu/bias/policies-and-reports.aspx>
- The University of Michigan provides information about hate crimes and bias-related incidents at <https://deanofstudents.umich.edu/bias-incident-report-log>



- The University of Iowa collects data on the types of concerns that are raised in each incident reported on campus and shares this information with the campus community (<https://dos.uiowa.edu/assistance/annual-reports/>).
- Rutgers University, Penn State University collect information for each incident and the final report is preserved in a private online database.

## Free/Hate Speech

### Policies Related to Free and Hate Speech

None of the institutions surveyed specifically ban hate speech, although some institutions have created restrictions on speech based on the time, place, and manner of the speech.

- Many institutions designate specific areas on campus where free speech, demonstrations, may be held, either spontaneously or with prior approval. Some have separate regulations or processes for members of the campus community and those from outside groups who wish to speak or demonstrate on campus.
- Many institutions include language in policies or guidelines that indicates that those exercising their free speech rights are not to violate established University policies and procedures or interfere with campus operations.
- Most institutions make a distinction between free expression or free speech and conduct that is actionable in some way. For instance, while free speech rights are protected, they do not protect an individual's right to threaten another individual in a way that suggests they may be subject to imminent harm.

Nearly all institutions have policies or executive-level statements on protecting freedom of expression; academic freedom is often linked to freedom of expression in these policies and statements.

- Purdue University's Statement of Commitment to Freedom of Expression includes the following: "The University's fundamental commitment is to the principle that debate or deliberation may not be suppressed because the ideas put forth are thought by some or even by most members of the University community to be offensive, unwise, immoral, or wrong-headed... It is for the individual members of the University community, not for the University as an institution, to make those judgments for themselves, and to act on those judgments not by seeking to suppress speech, but by openly and vigorously contesting the ideas that they oppose. Indeed, fostering the ability of members of the University community to engage in such debate and deliberation in an effective and responsible manner is an essential part of the University's educational mission." (see: <http://www.purdue.edu/purdue/about/free-speech.html>)
- Michigan State University's President's Statement on Free Speech Rights and Responsibilities states the following: "The basic purposes of the University are the advancement, dissemination, and application of knowledge. The most basic condition for the achievement of these purposes is freedom of expression and communication. Without this freedom, effective sifting and testing of ideas cease, and research, teaching, and learning are stifled...The robust exchange of ideas and perspectives can be indicative of a healthy intellectual environment. However, actions which directly or indirectly inhibit the freedoms and rights enjoyed by others are anathema to maintenance of a collegial environment." (see: <https://cabs.msu.edu/news/key-issues/issue-docs/free-speech.html>)

### Policies on Demonstrations/Protests and Use of Campus Facilities

All institutions have policies and procedures that guide the use of facilities and spaces on campus for assembly, discussion, or protest:

- Ten have restrictions on who may reserve indoor or outdoor space; these restrictions range from pre-approval to gaining sponsorship from a campus club/organization.
- Nine institutions restrict the ability of outside groups to initiate or host protests/demonstrations on campus. The restrictions range from going through pre-approval processes for the event to finding an on-campus sponsor and providing proof of insurance.
- Eleven of the institutions have a content-neutral policy; they do not specify restrictions for the content of protests, demonstrations, or outdoor activities. When restrictions are specified, as in the case of Indiana University, they are generally related to providing equal opportunities for political candidates running for office to hold campaign events on campus.
- Eight institutions have designated outdoor areas for free assembly by University or non-University groups.

In addition, nearly all of our peer institutions provide guidance on protest activities that prevent normal operations from taking place. Five of these institutions provide guidance on counter-protests or appropriate/inappropriate ways to protest controversial speakers. Four institutions provide guidance on University police support for student groups who wish to protest; two do not specify this in policy; and seven do not have any guidance on University police support for student groups who wish to protest.

#### Policies on Leaflets and Posters

Nearly all of our peer institutions require pre-approval of materials for hanging posters on campus; nine of them provide content-neutral rules and four do not.

When leaflets and other materials are distributed on campus, four universities require prior approval, two do not require prior-approval, and seven institutions do not specify any guidelines.

#### Policies on Chalking

Nearly all institutions have policies/procedures on chalking or otherwise writing messages on campus surfaces. Seven institutions do not have a procedure for removing messages based on content; three did not indicate whether they do or do not have such a procedure. Three institutions have a procedure for removing messages based on content. Aside from regular chalking, some institutions specifically state that waterproof and spray chalk are prohibited.

The extent to which these policies regulate chalking and writing messages on campus surfaces range from complete prohibition to allowing chalking on specific areas.

# BISS Reporting Protocol

## Bias incident report received

BISS will...

## Support:

- Intake conversation(s) centering impacted person & exploring options
- Outreach to support others impacted
- Ongoing support & check-ins

BISS may...

## Refer (as needed)

\*Note: BISS is not a sanctioning body and does not determine or implement consequences

BISS will...

## Share information:

- Daily website updates showing incident numbers & trends
- Bi-weekly response team meetings & monthly student advisory group meetings

## Other reporting options:

### UMPD (criminal activity)

- 301-405-3555 or #3333 (from most cell phones)

### Office of Student Conduct (student policy violation)

- studentconduct@umd.edu
- go.umd.edu/oscreport

### Office of Civil Rights and Sexual Misconduct

- civilrights@umd.edu

## Confidential campus resources:

### Counseling Center

- 301-314-7651

### CARE to Stop Violence

- 301-741-3442
- uhc-care@umd.edu

Engage leaders to address systemic issues

Conflict resolution

Engage person impacting others

1-on-1 ongoing support

## Possible outcomes



OFFICE OF  
**DIVERSITY & INCLUSION**  
BIAS INCIDENT SUPPORT SERVICES

**UNIVERSITY OF MARYLAND  
CENTER FOR ENVIRONMENTAL SCIENCE**

**Spring 2021**  
**Institutional Programs of Cultural Diversity Report Guidance**

**DUE:** Monday, April 12, 2021

**Institution:** University of Maryland Center for Environmental Science (UMCES)

**Date Submitted:** April 12, 2021

**Point(s) of Contact (names and email addresses):** Larry Sanford ([lsanford@umces.edu](mailto:lsanford@umces.edu)), Angela Richmond ([arichmond@umces.edu](mailto:arichmond@umces.edu)), and Amy Griffin ([agriffin@umces.edu](mailto:agriffin@umces.edu))

**I. A description of how the institution defines diversity (no more than one page); how did the institution develop that definition (e.g., processes, sources, and guidance used)?**

Traditionally, the geosciences have trailed other sciences for true representation and diversity, with a 2018 [report published in Nature](#) revealing that there has been little to no progress in diversity efforts in higher education for the earth, atmospheric, and ocean sciences. As such, this is an area where UMCES has struggled. We recognize that having diverse voices and perspectives is important in both research and campus culture, as diversity leads to innovation and more comprehensive research. UMCES is committed to being in the vanguard of efforts to make geosciences more diverse, equitable, and inclusive. Our commitment will involve conscious actions to attract, recruit, and retain faculty, students, and staff from underrepresented minorities as well as creating an institutional environment where we can all thrive. While diversity efforts at UMCES have been ongoing, but sporadic, over the past few years, UMCES' first discussions as an institution of how our institution defines diversity occurred in June 2020 at the first meeting of our Diversity, Equity, and Inclusion Collaborative (DEIC). For UMCES, not only is diversity important, but as an environmental institution, environmental justice is also an important element.

When discussing the title of the new Collaborative, faculty, staff, and students jointly identified three areas of focus for the group: Diversity, Equity, and Inclusion, and noted how these are all separate, but intertwined issues that need addressing. The group drafted shared definitions of these terms:

- Diversity means the range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, socioeconomic status, physical ability or attributes, religious or ethical values systems, national origin, political beliefs, and cultures. Diversity means more than just acknowledging and/or tolerating difference. It's a set of conscious practices that seek to understand, appreciate and value the interdependence of humanity, cultures, and the natural environment.
- Equity means ensuring that everyone has support and access to the resources needed to be successful and identifying and eliminating barriers that have prevented the full participation of communities most impacted by systemic exclusion. This involves increasing justice and fairness within the procedures and processes of institutions and systems, as well as in the distribution of resources. Tackling equity issues requires an understanding of the root causes of outcome disparities within our society and institution.
- Inclusion means ensuring that people of all backgrounds, identities, abilities, perspectives, and beliefs have an equal opportunity to belong, achieve, and contribute to their communities. An inclusive institution promotes and sustains a sense of belonging; it values and practices respect where all people are recognized for their inherent worth and dignity, talents, beliefs, backgrounds, and ways of living.

UMCES also feels it is important to note that our shared understanding of these definitions will likely change as we evolve as an institution.

**2. A brief (no more than one page) highlight of the *most successful* ongoing and new institutional initiatives designed to address issues related to cultural diversity within the campus and the broader community, and how their efficacy is measured;**

UMCES has participated in a variety of ongoing institutional initiatives designed to address issues related to cultural diversity:

- PROMISE AGEF: UMCES has actively participated in the Summer Success Institute over the last few years.
- NOAA Living Marine Resources Cooperative Science Center (LMRCSC): IMET, our Baltimore campus, supports 3-4 graduate fellows per year, for up to three years each, using funds from the NOAA-supported LMRCSC. The LMRCSC aims to train the next generation of marine scientists from underrepresented communities. Current LMRCSC graduate fellows are working with mentors at IMET and CBL.
- IMET Undergraduate Summer Internship: Annually, IMET hosts a nine-week summer internship program for students from backgrounds that are underrepresented in the marine sciences. The program includes laboratory work and a variety of science seminars.
- Maryland Sea Grant Research Experience for Undergrads (REU): The REU Program has intentionally diversified over the last few years, pulling in more students from backgrounds underrepresented in the marine sciences. Of note, LatinX students have been increasingly represented and as have other students of color. Additionally, women now represent the majority of REU interns.

UMCES has also taken on a variety of new institutional initiatives related to cultural diversity within our campus:

- Establishment of a Diversity, Equity, and Inclusion Collaborative (DEIC) in June 2020. The DEIC meets monthly as a group and occasionally opens meetings to the entire UMCES community. The group is a forum of practice, engaging faculty, staff, and students to tackle and discuss initiatives related to diversity, equity, and inclusion. This group has enabled UMCES to centralize and better track DEI efforts across our geographically dispersed units.
- The UMCES Graduate Student Council has spearheaded a variety of initiatives, including the drafting of an UMCES Code of Conduct (see below), the facilitation of a variety of diversity seminars, and actively participating in the DEIC.
- An array of groups around our campuses have been created or have refocused their efforts around DEI initiatives. These include a chapter of the American Association of University Women, a chapter of the Society for Women in Marine Science, a variety of localized URGE (Unlearning Racism in the Geosciences) pods, as well as local laboratory DEI groups.
- UMCES Code of Conduct: In conjunction with the GSC, the UMCES DEIC has drafted a comprehensive Code of Conduct, to be adopted by the Executive Council for the University for use at all of our campuses. We hope it helps foster an atmosphere of mutual respect and cooperation to encourage the free and open exchange of ideas.
- Campus Climate Survey: UMCES is actively working with two outside organizations to conduct a comprehensive campus climate survey. We hope to utilize this data to make recommendations for improvement, including potential future trainings.



For our broad, more recent initiatives, we recognize the need to track the efficacy of the group efforts. We plan to biennially assess these changes through a qualitative survey and adjust as necessary. Our HR Department also keeps track of employment numbers related to diversity, thus allowing for a more quantitative look at our progress.

- 3. A brief (no more than one page) discussion of the ways in which the institution anticipates COVID-19 most affecting – either negatively or positively – efforts to enhance diversity on campus. This may include, for example, acknowledgement of issues such as disproportionate impacts on retention and graduation among certain populations; the shift to distance education modalities limiting the ability to provide in person programming; or, in contrast, the shift to online education providing opportunity for more students to access diversity programming.**

Due to our distributed nature, UMCES courses were taught online prior to the COVID-19 pandemic, so the transition to all-online synchronous teaching was relatively seamless for UMCES.

COVID-19 Downsides: Efforts to implement some diversity initiatives and their assessment procedures from our official submitted diversity plan have been slowed due to COVID-19. Recent cuts in state budgets have limited our ability to move forward with some initiatives that involve substantial financial commitments. Additionally, COVID-related meetings have increased over the past year, pulling time away from other important diversity efforts. Due to visa restrictions, some international students have been unable to physically participate at our campuses. We have engaged with them through online learning and have utilized UMD fellowships to support their tuition costs.

COVID-19 Upsides: As many of us have moved to remote tele-work environments, this has increased access and meeting attendance/involvement for a variety of topics, including diversity. UMCES also made support available to students who needed computer, internet resources, or other technology resources while working from home. UMCES also had some financial support for students via CARES Act funding; we provided this to our students on an as-needed basis.

- 4. See attached appendix.**

## University of Maryland Center for Environmental Science

# Cultural Diversity Programs and Planning

2020-2021

### 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 2019 UMCES Strategic Initiatives Plan, *Environmental Intelligence for Resilient Environments and Communities*, defines UMCES’ commitment to cultural diversity and future goals and plans. 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 Strategic directions defined in the plan regarding cultural diversity include the following statement:

- *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.*

### 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 and 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 at the undergraduate level who might not be able to otherwise consider graduate school, and seek funding to help support them where possible..
- **Feasibility study completion date:** Ongoing with UMD and FSU; anticipated Fall 2021
- **Cost:** none for study. Up to 40,000 per year for program implementation, in addition to student support.

### *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). Pursue fellowship funding opportunities to attract and retain underrepresented minority students in the MEES program.
- **Timeline:** Currently under development with UMD
- **Cost:** Enhancement funds received; \$500,000 for three years jointly with UMD

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

- 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 an assessment baseline
- Implementation of UMCES Diversity, Equity and Inclusion Collaborative. Faculty, staff, and student representatives focused on improving and recommending policy and practices around these issues.
- **Completion Date:** August 2021 for item 2 pending budget approval; DEIC and annual reporting currently ongoing
- **Cost:** \$26,000 for campus climate survey

### *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 – respect for diverse groups of people and a disposition toward responsible citizenship and a connection to the community
- Creation of a new course focused on Environmental Justice, Spring 2021
- **Completion Date:** *ongoing*
- **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.
- Continued engagement with the Graduate Student Council on issues related to diversity, equity, and inclusion
- **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.
- Training to be offered after results from the Cultural Climate Survey
- **Timeline:** *Ongoing*
- **Cost: unknown for trainings**

#### *Designated gifts & grants that support cultural diversity*

- Proposals and grants are being discussed
- **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; needs updating
- **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, strategic planning, and establishment of our DEIC and associated unit committees. 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, and periodic campus climate surveys will help to assess and monitor our progress in this area.

**UNIVERSITY OF MARYLAND  
EASTERN SHORE**





## **DIVISION of ACADEMIC AFFAIRS**

### **Office of the Provost and Vice President**

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Spring 2021  
Institutional Programs of Cultural Diversity Report Guidance  
DUE: Monday, April 12, 2021

Institution: University of Maryland Eastern Shore  
Date Submitted: April 12, 2021

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

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**1. A description of how the institution defines diversity (no more than one page); how did the institution develop that definition (e.g., processes, sources, and guidance used)?**

The University of Maryland Eastern Shore's (UMES') definition of diversity is broad-based, emphasizing the identities and experiences of groups that have been historically under-represented in higher education, and encompassing age, class, culture, (dis)ability, ethnicity, gender identity, gender expression, immigration status, national origin, race, religion and spirituality, sex and sexual identity, veteran status, among others. We affirm that diverse experiences and perspectives in the classroom and across campus enhance everyone's educational experience.

Further, UMES considers diversity as essential to our academic mission, purpose and viability. Fully embracing the concept of diversity is necessary for achieving a vibrant, inclusive community that reflects the world beyond the Eastern Shore, challenges and encourages us to broaden our perspectives and worldviews and helps to fully prepare students to make valuable contributions as citizens of a diverse and globally integrated society. Our efforts broaden and deepen our personal and intellectual understanding, preparing all of us – students, staff, and faculty – to make thoughtful, responsible contributions as individuals, community members, and professionals in a diverse and globally integrated world.

The University developed this definition of diversity as university members worked in accordance with Senate Bill 438 and House Bill 905, identical bills entitled "Institutions of Higher Education – Plans for Program of Cultural Diversity" in 2008. With the initiation of the plans for an institution-wide cultural diversity program, UMES' then-diversity task force created this definition, surveying all constituent groups on campus, using a variety of means (polls, small-group discussions, listening sessions) to engage its stakeholders' views on the meaning of diversity, both at UMES and in its external communities.

At that same time, the diversity task force created a *Diversity Vision Statement*, which reads as follows: *Diversity is one of the UMES core values. In developing and nurturing a diverse and inclusive community, we respect and engage across difference. We face and respond thoughtfully and responsibly to difficult questions. We build bridges and establish relationships. Individually and as a community, we critically examine and challenge our biases, assumptions, institutional structures and worldviews. We understand and seek to mitigate inequities through meaningful diversity experiences.*

Finally, UMES' understanding of diversity is embedded in who we are and who we will be: we are driven to honor our past by building our future as an institution at which all students achieve beyond their potential, and where all faculty and staff know and act to realize this goal. This is only possible if our campus culture is genuinely inclusive of each person's role in such an achievement, and perhaps more importantly, if everyone believes that our students, largely first-generation and under-represented minorities, are equal to any other in contributing to scientific research and discovery. This continues to be our overriding goal and challenge, and it is reaffirmed in our institutional development, through our faculty, students, and staff.

## **2. Highlight of the most successful ongoing and new institutional initiatives designed to address issues related to cultural diversity within the campus and the broader community, and how their efficacy is measured**

The following are UMES' most successful new and ongoing institutional initiatives, designed to address issues related to cultural diversity:

- **Men of Color in Education (ongoing):** Education program started in early 2020, focusing on the development of Black male teachers in K-12 Education. Through three components: the Man the Shore Network, the University Cohort, and the High School Teacher University, this program is committed to using UMES as a powerful vehicle for increasing cultural diversity in the Delmarva and greater Maryland teaching labor force. Efficacy is measured by student participation numbers, completers, and by community school engagement numbers.
- **MADE -- Preparing, Encouraging & Inspiring Our Future Leaders For Success (ongoing):** The mission of UMES MADE is to empower, inspire, and encourage the personal maturation and intellectual development of our campus men. UMES MADE provides an array of activities and workshops aimed at promoting and providing access to achievement in the areas of social responsibility, academics, and professional development. UMES MADE's holistic goal is to bring voice to vision by encouraging a philosophical and cultural shift within the mental framework of UMES's male students in order to assist them in the attainment of success in life through selfless service, acuity, and integrity. Efficacy is measured by number of participants, longevity of program, and the actions in which participants engage.
- **New American Democracy Project -- Collaboratory (new):** UMES' efforts toward civic engagement strive to make a difference in the lives of our students and community by supporting the development of knowledge, skills, values, and motivation. Our mission is to promote a culture of civic engagement by implementing service learning as a component of the academic experience and expanding our current program of university outreach initiatives. To that end, we applied for and were accepted for participation in the *Understanding Engagement in Times of Crisis* partnership with the *New American Democracy Project and Collaboratory*.

UMES is committed to empowering the immediate and surrounding campus community through creating political awareness and influencing positive change through communal and campus civic

engagement. By joining “Understanding Engagement in Times of Crisis,” we are establishing and building an infrastructure that highlights our engagement and documents our diverse initiatives across campus. Currently our campus offers a variety of ways for students, staff, and faculty to engage with our local and global communities, but we lack a central organizing body to keep track of the myriad events, promotions, initiatives, and outreach strategies. Likewise, we lack a data-collection body to track how many members of our campus community participate or how far-reaching our effects may be in the broader community.

By establishing this organizational body, are creating new campus-community partnerships and expand the reach of our existing ones. We hope to integrate these initiatives into our campus identity in a permanent way and enfold academic opportunities into them. We hope, finally, to prepare our campus to apply for Carnegie’s Community Engagement Classification to help ensure our work is continued well into the next decade and beyond.

In short, by broadening UMES’ participation and expanding our visibility on the Eastern Shore and beyond, we hope to increase the kinds of opportunities that will empower students, faculty, staff, and our community to address social issues, share resources, and drive cultural discourse that eradicates oppressive practices, economic inequities, and social injustices.

3. **Discuss the ways in which the institution anticipates COVID-19 most affecting – either negatively or positively – efforts to enhance diversity on campus. This may include, for example, acknowledgement of issues such as disproportionate impacts on retention and graduation among certain populations; the shift to distance education modalities limiting the ability to provide in-person programming; or, in contrast, the shift to online education providing opportunity for more students to access diversity programming.**

UMES is already experiencing the effects of COVID-19 on its efforts to enhance diversity on our campus. Our efforts, for example, to increase our transfer student numbers have been severely interrupted because of our lack of in-person visits to community college partners, and to our Western Shore sites. Further, fewer students are enrolling in our community college partners’ programs, which has slowed the pipeline of our potential transfer student population for the upcoming year.

Undergraduate graduation and retention effects are already being felt, although the real impacts will not be seen until after the end of AY2020-21. The majority of our student population is high need even in a non-COVID year; with the ripple effects of the pandemic on our student population’s families, we have had many more students postpone enrollment for a semester or a year in order to be home with their families and support them if they can. We do not yet know if they will return to school and when they might do so.

Equally as importantly, while our student population largely had access to a computer, many of them did not have adequate – or any – access to adequate broadband, which made remote education extremely complicated, if not impossible. Many students tried (and are still trying) to study using their phones as learning devices, with less-than-effective results. Our student population largely desires, and thrives in, a face-to-face, high-support learning environment; even with our faculty and staff providing extraordinary support (which they have), our already-diverse student population is suffering and, as a whole, is disproportionately affected by the COVID-19 pandemic.



2021-2025 DIVERSITY PLAN  
UNIVERSITY OF MARYLAND EASTERN SHORE

## 2021 Update to the UMES Cultural Diversity Plan

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

We are still in the process of assigning each core principle/goal (listed below) the measurable outcomes to effectively tell a data driven story about cultural diversity at UMES. The mechanisms for measurement are embedded in the goals, which begin on page five, but the specific numerical goals have not been established (COVID delayed.)

The institution has created a committee composed of various professionals to assist with implementing the goals, including creating the specific strategies and monitoring them. Committee composition includes Institutional Equity and Compliance, Academic Affairs, Enrollment Management and Student Experience, and Human Resources.

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

- COVID-19 limited the University ability to host too many in-person events with faculty, staff, and/or students.
- Cultural awareness events were held with small groups of 5-10 students in-person and/or online during various cultural celebrations including but not limited to Hispanic Heritage Month, Coming Out Day, Women's History Month, etc.
- The University has contracted with SafeColleges to develop, create, and generate learning content/training for faculty, staff, and students. Training modules focus on various areas of protected class including race, ethnicity, ADA, civil rights, etc. will be shared in the fall 2021 for the campus community.
- Frequent research briefs regarding cultural diversity shared with faculty, via Academic Affairs
- Frequent academic programming by departments, addressing cultural diversity within their disciplines (specific plans for each School are being developed).

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

- Actualization of the diversity council that will meet monthly to review, manage, and centralize diversity/inclusion efforts for the campus and through the Diversity Strategic Plan.
- Promotion of training and education through online tools and increased in-person educational sessions.
- Development of an intentional plan regarding recruitment, hiring, and retention of diverse staff/faculty.
- Development of an intentional plan regarding recruitment strategy to increase efforts for a diverse student body.
- Development of intentionally planned budget dollars to support an inclusive and accessible campus community.
- Development of diversity/inclusion goal in the University's strategic plan.

#### IV. Process for reporting campus-based hate crimes

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.

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

UMES effectively recruits a racially diverse student body, in large part due to its HBCU status; its gender diversity (defined as male and female) is largely balanced as well, though we need to make room for



broadened definitions of gender diversity (LGBTQIA+). Also, our Pell-eligible levels tell us that we are effective in recruiting first-generation students, but less so from families with more financial resources.

The resources UMES needs to effectively recruit and retain all students, however, lie in the area of foundational program development and student success support. We need the following:

- 1-2 full time personnel in transfer support (recruitment and in advising)
- 2-3 student advisors, who are highly skilled in working with the needs of first-generation students
- Development of a central international student center, whose focus is to work with admissions, with advising, and with faculty to support international students at the school, as well as to encourage native students to travel outside the country
- We are developing a new co-requisite Mathematics Program to serve first-year students' needs so that our DFW rates in bottleneck Mathematics courses do not prevent students from advancing in their STEM majors; we are in need of more infrastructural help to make the necessary tutorial support run well.

### **The University of Maryland Eastern Shore Cultural Diversity Plan**

An intentional focus on diversity at all levels of the University is essential to our academic mission, purpose and viability. Fully embracing the concept of diversity is necessary for achieving a vibrant, inclusive community that reflects the world beyond the Eastern Shore, challenges and encourages us to broaden our perspectives and worldviews and helps to fully prepare students to make valuable contributions as citizens of a diverse and globally integrated society.

The University 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 15<sup>th</sup>, 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."*

### **Diversity Vision Statement**

Diversity is one of the UMES core values. In developing and nurturing a diverse and inclusive community, we respect and engage across difference. We face and respond thoughtfully and responsibly to difficult questions. We build bridges and establish relationships. Individually and as a community, we critically examine and challenge our biases, assumptions, institutional structures and worldviews. We understand and seek to mitigate inequities through meaningful diversity experiences.

### Commitment to Diversity

The University of Maryland Eastern Shore's diversity efforts broaden and deepen our personal and intellectual understanding, preparing all of us – students, staff, and faculty – to make thoughtful, responsible contributions as individuals, community members, and professionals in a diverse and globally integrated world. The UMES understanding of diversity is broad-based, emphasizing the identities and experiences of groups that have been historically under-represented in higher education, and encompassing age, class, culture, (dis)ability, ethnicity, gender identity, gender expression, immigration status, national origin, race, religion and spirituality, sex and sexual identity, veteran status, among others.

We affirm that diverse experiences and perspectives in the classroom and across campus enhance everyone's educational experience.

### Diversity Goals

- **Core Principle/Goal #1:** Improve the diversity of the UMES campus community.
- **Core Principle/Goal #2:** Develop and maintain a campus climate and culture in which embracing diversity is a core value enacted by all members of the UMES community.
- **Core Principle/Goal #3:** Enhance students' diversity related educational opportunities and experiences to ensure that all students graduate with knowledge and skills necessary for living and working effectively as members of a diverse, global society.
- **Core Principle/Goal #4:** Reflect institutional commitment to diversity by establishing a culture of accountability around diversity initiatives, practices, and policies.

### Plan of Action

UMES started the process of re-imagining our diversity strategic plan.

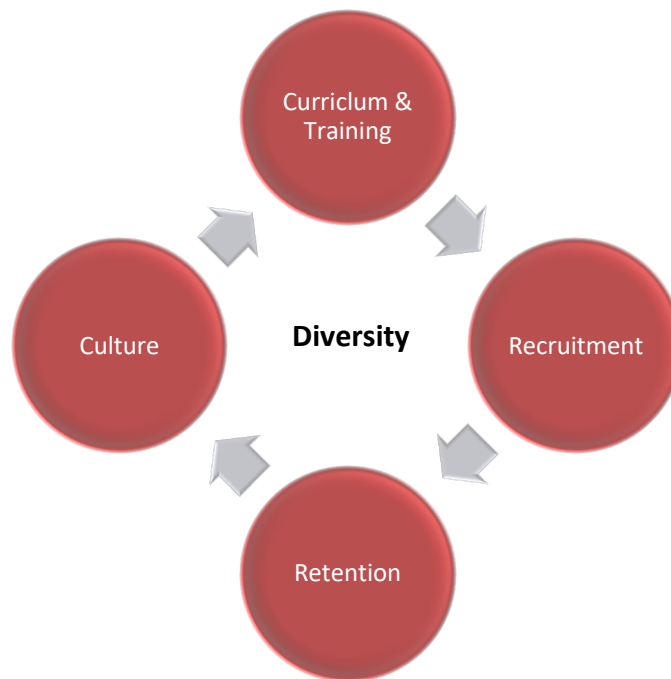
- **Phase One:** In 2019, the University submitted a framework to update and enhance our plan.
- **Phase Two:** In 2020, UMES utilized the Standards of Professional Practices for Chief Diversity Officers from the National Association of Diversity Officers in Higher Education as a guide and foundation for best practices to create and develop core goals, objectives, strategies, and methods for accomplishing areas in the plan.
- **Phase Three:** In 2021-22, UMES will work to finalize the plan through a Diversity Council complete with members of the University community.

University of Maryland Eastern Shore  
Institutional Plan for Cultural Diversity

Interim Plan for 2020-2021 (Phase 1)

**Strategic Diversity Goals:**

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.



University of Maryland Eastern Shore  
Institutional Plan for Cultural Diversity

Interim Plan for 2021-2025 (Phase 2)

**Core Principle/Goal #1: Improve the diversity of the UMES campus community.**

- **Objective 1: Improve the diversity of the faculty across all academic departments.**
  - Strategy 1: Continue to improve the recruitment, search and hiring process to enhance the potential for increasing the diversity of the faculty.
  - Strategy 2: Evaluate and improve practices that support the success and retention of diverse faculty.
  - Strategy 3: Monitor faculty demographics, retention, and promotion; disaggregate according to race, ethnicity, gender, and if/as reported sexual orientation, first generation, and disability status.
- **Objective 2: Improve the diversity of staff at all levels of the institution.**
  - Strategy 1: Continue to improve the search and hiring process to enhance the potential for increasing the diversity of the staff (support and administrative).
  - Strategy 2: Evaluate and improve practices that support the success and retention of a diverse staff.
  - Strategy 3: Monitor staff demographics to track staff turnover based on race, ethnicity, gender, and if/as reported sexual orientation, first generation, and disability status.
- **Objective 3: Improve the diversity of the undergraduate and graduate student body.**
  - Strategy 1: Continue targeted outreach plan to build pipelines, broaden the applicant pool, and admit an increased number of qualified students from groups that have been under-represented in higher education.
  - Strategy 2: Increase proportion of the underrepresented (non-African American American) students from other identities.
  - Strategy 3: Identify, assess, and (if/as needed) enhance existing programs aimed at retention, support, and success from groups that have been historically under-represented in higher education (or at UMES) – LGBTQ students, international students, students with disabilities.

**Core Principle/Goal #2: Develop and maintain a campus climate and culture in which embracing diversity is a core value enacted by all members of the UMES community.**

- **Objective 1: Increase UMES employees' capacity to create and support an inclusive and diverse campus community.**
  - Strategy 1: Develop orientation sessions that prepare all members of the UMES community to understand and to participate in the University's diversity efforts.
    - Include a session on diversity and inclusion at UMES in new faculty/staff orientations.
    - Develop and deliver a coordinated introduction to diversity and inclusion as an institutional and educational value for first year and transfer student orientation.
  - Strategy 2: Provide educational opportunities to enhance institutional capacity to undertake effective diversity and inclusion work.
    - Develop and conduct quarterly diversity and inclusion educational forums for all faculty and staff.
    - Provide diversity competency training/education to all orientation student leaders, RAs, tour guides, and include a developmental approach to student diversity efforts.
  - Strategy 3: Identify, assess, and enhance support services and campus wide competency for working with persons with disabilities.
    - Evaluate context, provide and assess ADA training.
    - Provide enrichment opportunities for faculty and staff to enhance work with persons with disabilities, including training on universal design for learning.
    - Assess campus wide signage relevant to persons with disabilities.
    - Develop a streamlined approach to foster collaborative efforts to support ADA compliance.
    - Develop enhancement plan for the Office of Student Accessibility Services.
- **Objective 2: Recognize and reward individuals, offices, and organizations that enhance and contribute to diversity goals.**
  - Strategy 1: Support existing organizations and offices that provide diversity related education, support, and services.
    - Develop incentives for student organizations that engage with diversity and inclusion in meaningful ways.
    - Monitor and respond to demands on offices that provide diversity-related education, support, and services.
  - Strategy 2: Establish institution wide recognition of participation in or development/delivery of diversity-oriented programming, education, projects, and research.
    - Establish an annual "President's Diversity Award" to recognize faculty/staff/departments that contribute to UMES' diversity efforts.

- **Objective 3: Increase and improve UMES' diversity related messaging (web, print, spoken).**
  - Strategy 1: Enhance diversity's web and print presence.
  - Strategy 2: Enhance materials (print, electronic) highlighting support services offered to students/persons with disabilities and/or identify under other areas of protected class (e.g. gender, sexual orientation, veteran status).
  - Strategy 3: Develop brand identity for diversity messaging.
- **Objective 4: Regularly assess and report on campus climate and diversity programming, educational efforts, training, and visibility.**
  - Strategy 1: Assess climate every two years (students, faculty, and staff)
  - Strategy 2: Assess diversity efforts and performance; departments and offices report progress to Office of Institutional Equity and Compliance
    - Use consistent, meaningful assessment criteria for diversity in staff reviews.
    - Identify and assess policies, programs, and activities aimed at improving campus climate.
  - Strategy 3: Use regularly collected assessment data to inform, highlight successes of, and (as needed) enhance diversity programming, social opportunities, services, and education.

**Core Principle/Goal #3: Enhance students' diversity related educational opportunities and experiences to ensure that all students graduate with knowledge and skills necessary for living and working effectively as members of a diverse, global society.**

- **Objective 1: Develop a systemic process for reviewing, assessing diversity and inclusion focus in the curriculum and co-curriculum.**
  - Strategy 1: Track progress and contributions of academic departments' focus on diversity and student learning by creating specific metrics for progress.
  - Strategy 2: Review and assess the impact of and need for professional development opportunities to assist faculty in addressing diversity (curricular transformation, inclusive pedagogy/assignments, mentoring and advising).
  - Strategy 3: Work with individual departments to create discipline-specific initiatives for infusing diversity and inclusion within faculty, students, curricula, and staff interactions, materials, and pedagogy.



- **Objective 2: Enhance diversity education, experiences, and support for students.**
  - Strategy 1: Cultivate a developmental approach to diversity education, spanning from orientation to introductory-level first-year courses with a diversity experience, to advanced courses.
  - Strategy 2: Inventory, evaluate, enhance, and develop diversity focused student learning opportunities inside and outside the classroom.

**Core Principle/Goal #4: Reflect institutional commitment to diversity by establishing a culture of accountability around diversity initiatives, practices, and policies.**

- **Objective 1: Monitor progress on University diversity goals and contributions; integrate results with strategies in goals 1-3 as appropriate.**
  - Strategy 1: Track and assess diversity progress revealed by national student surveys (e.g. NSSE), enrollment demographics, retention data, GPA at graduation, graduation rates, etc.
  - Strategy 2: Include a focus on diversity and inclusion in all offices' annual reports.
  - Strategy 3: Develop internal database of efforts by college, division, and department, program, or office.
  - Strategy 4: Enhance the place and weight of diversity related work in faculty evaluation processes and staff merit.
- **Objective 2: Establish and/or strengthen University structures that support diversity.**
  - Strategy 1: Establish and manage centralized budget for diversity efforts/initiatives tied to this plan.
  - Strategy 2: Review and if/as needed revise organizational structures and committees to ensure effective implementation of diversity goals.
  - Strategy 3: Establish and develop a Diversity Council/team.
  - Strategy 4: Create a specific strategic goal that addresses diversity and inclusion in new (2021-25) strategic plan.
- **Objective 3: Review and as needed revise or create policies and practices that ensure a focus on inclusivity, diversity, equity, and compliance.**
  - Strategy 1: Review and revise (as needed) all policies to ensure that language is reflective of the breadth of diversity areas emphasized in the diversity statement.
  - Strategy 2: Develop a strategic response team and response plans for bias related incidents.

- Strategy 3: Include a focus on diversity when building and strengthening university partnerships – alumni, business, community and government – to enhance diversity initiatives.

**Note:** Information developed through the Standards of Professional Practices for Chief Diversity Officers from the National Association of Diversity Officers in Higher Education. Multiple diversity strategic plans were reviewed from various colleges and universities. Common core principles and goals were utilized in the updated plan

**UNIVERSITY OF MARYLAND  
GLOBAL CAMPUS**

**Cultural Diversity Report**  
**University of Maryland Global Campus**  
**April 12, 2021**

***Description of how the institution defines diversity (no more than one page); how did the institution develop that definition (e.g. processes, sources, and guidance used)?***

At the University of Maryland Global Campus diversity is defined as all of the visible and invisible characteristics that make each of our staff, faculty, and students unique. It is believed that organizational diversity has an impact on performance, innovation, and adaptability, and how individuals will respond during their organizational life (Pfeffer, 1983).

The Equal Employment Act initially defined diversity in terms of race, gender, ethnicity, age, national origin, religion, or disability. At UMGC, the definition has been broadened to treat diversity as a celebration of differences related to a wide-range of diversity characteristics and identities.

| <b>UMGC Diversity Characteristics and Identities</b>                                                                                                                                                                             |                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• race</li> <li>• gender</li> <li>• age</li> <li>• language</li> <li>• physical characteristics</li> <li>• disability</li> <li>• sexual orientation</li> <li>• gender identity</li> </ul> | <ul style="list-style-type: none"> <li>• economic status</li> <li>• parental status</li> <li>• education</li> <li>• geographic origin</li> <li>• profession</li> <li>• lifestyle</li> <li>• religion</li> <li>• veteran status</li> </ul> |

(Hollister & Hodgson, 1996)

UMGC's diversity efforts are divided into programming focused on diversity and programming focused on inclusion. Diversity is considered to be valuing individual differences through action and ensuring that we are doing the right thing for the UMGC Community. UMGC Inclusion efforts focus on all the ways we respect and welcome people who are different from us into the UMGC Community through the removal of systemic barriers and through promoting equity and fairness for all.

Office of Diversity and Equity

***Brief highlight of the most successful ongoing and new institutional initiatives designed to address issues related to cultural diversity within the campus and the broader community, and how their efficacy is measured***

UMGC's Heritage Month Celebrations are at the heart of our efforts to recognize, celebrate, and raise awareness of the cultures and heritages that comprise the UMGc Community. During monthly events, UMGc's Diversity and Equity Office invites speakers to address the community and will also host documentary viewings that aim to increase the knowledge and understanding of diversity and culture. These themes and cultures are further celebrated by the distribution of the diversity poster series that includes monthly posters that are shared across the university.

Over the course of the past year, social and racial justice initiatives have been at the forefront of diversity programs. At UMGc, the Diversity Dialogue Series has been implemented to provide a forum for staff and faculty to discuss issues that they are experiencing in their communities and at work. These sessions are facilitated by the Chief Diversity Officer and the only ask is that individuals come prepared to be vulnerable and visible during the conversations. Topics that have been explored include empathy vs sympathy; allyship; race at work; privilege; and using one's voice to support your community.

The Diversity and Equity Office has also launched the Inclusion Networks program. Inclusion Networks are UMGc's version of an Employee Resource or Affinity Group that are based on race, gender, and gender identity and orientation as part of our plan and mission to create and cultivate a culture where everyone feels welcome to bring their full selves. These networks throughout the university are grassroots groups led by staff and supported by the Diversity and Equity Office with resources and guidance. The networks allow staff across the university to take ownership of diversity programs that are geared towards their constituent members. The Networks have become a valuable resource for providing feedback to leadership and building community.

Office of Diversity and Equity

***A brief discussion of the ways in which the institution anticipates COVID-19 most affecting – either negatively or positively- efforts to enhance diversity on campus.***

COVID-19 has required us to shift the delivery of diversity training and awareness programs from in-person to virtual platforms. While this initially had some individuals feeling disconnected from one another, it ultimately resulted in the ability for more training and programming to reach individuals who previously may have been unavailable to attend in person sessions. Additionally, it increased the reach of the programs to individuals that live outside of the DC Metropolitan Area. Specifically, it allowed UMGC staff and faculty located in offices in the United States, Europe, and Asia to participate in diversity sessions alongside one another. That opportunity had rarely (if ever) presented itself previously.

As we prepare for a return to campus, university leadership is closely monitoring the impact that any return will have on individuals with ongoing health concerns and those with school-age children. The 'Future of Work' team has ensured that the remote working and tele-work options will remain in place for some staff who may have extenuating circumstances. Additionally, there is still a good deal of uncertainty regarding how school-aged children will be returning to school in the fall. This could potentially have an impact on how those with school-aged children will need to support students who could still be learning virtually or for those who are unable to secure child care. Flexibility will remain part of the planning going forward and there will not be a one-size fits all approach to what returning to work will look like across departments, offices, or regions.





Office of Diversity and Equity

**Institutional Plan for Cultural Diversity  
University of Maryland Global Campus  
2020-2021**

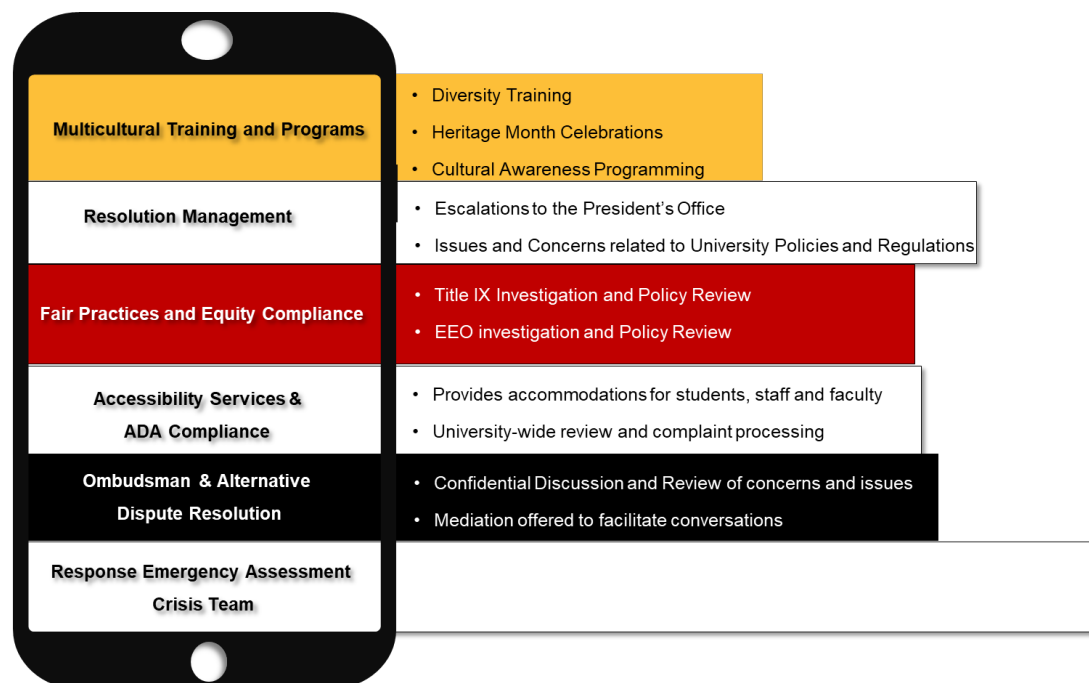
**I. Implementation strategy and a timeline for meeting goals within the plan**

The Office of Diversity and Equity was established in April 2000 to promote diversity, equity, and inclusion for students, faculty, and staff across the University of Maryland Global Campus (UMGC). The office is responsible for ensuring compliance with Equal Employment Opportunity Commission (EEOC) and Americans with Disabilities (ADA) policies. We assist all university departments and divisions to resolve affirmative action, discrimination, sexual misconduct, and ADA issues that may interfere with employees' ability to participate in programs and activities, perform work, and provide services in the workplace.

This office drives UMGC's commitment to foster diverse and inclusive working and learning environments. Our office also offers diversity and compliance training so that the UMGC community will have the skills and insights necessary to promote engagement, inclusion, productivity, and professionalism.

The Office of Diversity and Equity Office includes the following units:

Office of Diversity and Equity



UMGC has long recognized that cultural diversity of students, faculty and staff must be an institution-wide characteristic. With that in mind, UMGc has, through the Office of Diversity and Equity and the Organizational Development Unit, developed and regularly conducts training and development, and awareness programs that address cultural diversity (Appendix 1). The programs ensure that UMGc maintains high standards in its recruiting, cultivation and development of staff and faculty while promoting cultural diversity.

In addition to the training programs, the University has adopted and implemented core values that promote cultural diversity, creativity and respect of all individuals. These core values permeate all activities within the University. Together with our ever improving practices these



Office of Diversity and Equity

core values serve as the underpinning of the successes UMGC has achieved in cultural diversity of its students, faculty and staff. UMGC's Core Values may best be described as Small Acts or attitudes that we enact in our everyday work lives.

Here are some everyday acts that convey UMGC's core values:

1. **Students First:** Educating students is our purpose.
2. **Excellence:** Outstanding quality is the hallmark of our work.
3. **Accountability:** We are each responsible for our actions and UMGC's success.
4. **Integrity:** Our principles and standards are never compromised.
5. **Innovation:** We advance so others can benefit from our leadership.
6. **Diversity:** Each individual brings value to our University and our results.
7. **Respect:** The rights and feelings of others are always considered.
8. **People Always:** Our faculty and staff represent our differentiator and competitive advantage

Overall, UMGC's Diversity Plan is one that actively monitors the diversity of its staff, students, and faculty to ensure that cultural diversity, and healthy and respectful workplaces are maintained, and that practices and policies are fairly and equitably applied across all levels within the organization. Our intent is to ensure that we continue to attract and hire diverse employees; that we create a learning environment that allows students from all backgrounds to succeed; that we maintain a positive human relations climate; and that we respect our cultural diversity. Where necessary our programs and practices will be adjusted, updated and improved using current information and prudent judgments.

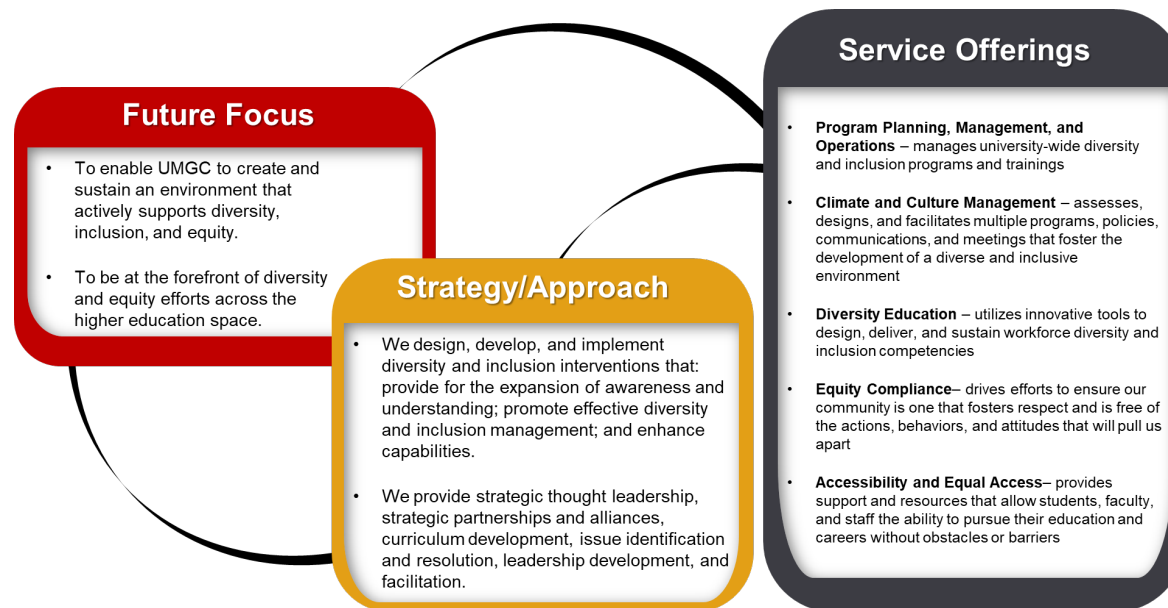
UMGC's focus on diversity growth and cultural inclusivity will continue to position us as a leader in higher education by:

- Advancing women and ethnic minorities
- Ensuring that talent pipelines contain strong, diverse candidates
- Curtailing turnover of diverse staff, particularly at senior levels, which tends to be highly visible and demoralizing to other diverse staff
- Strengthening visible leadership commitment to diversity

Office of Diversity and Equity

- Aligning diversity with business goals and current initiatives
- Fostering enthusiasm for diversity change across the university

**Our mission aims to support the UMGC community through strategic planning and oversight**





Office of Diversity and Equity

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

### **A. Monitoring and Reporting**

The University will continue to monitor the demographics of staff, students and faculty on a regular basis. Additionally, student success data, and program evaluations will be monitored to ensure the University is meeting its expectations. The offices of Human Resources and Diversity and Equity will monitor training and employee development programs to ensure that cultural and human relations issues are addressed proactively. Currently, the office utilizes Workday analytics to maintain tracking and trend analysis of demographic data. Additionally, annual affirmative action planning allows us to determine where there may be opportunities for improvements in hiring and recruitment.

The offices of Legal Affairs, Human Resources, and Diversity and Equity will also monitor the human relations climate, to include the number and types of complaints submitted, and whether hate crimes or other cultural issues are factors. These offices will prepare a combined report on the Human Relations Climate at the University for review by senior university leaders. The report will address, at a minimum, whether cultural issues affect the human relations climate of the University, the status of recruitments, demographics of employees and identify where underrepresentation exists and propose both long- and short-term corrective actions. Academic and student diversity issues will be monitored and reported by the Office of the Provost and Chief Academic Officer.

### **B. Students**

In part because of its mission as a public comprehensive institution dedicated solely to meeting the higher education needs of adult, “non-traditional” students, UMGC enjoys one of the most diverse student body of any USM institution. A glance at some characteristics of UMGC’s worldwide undergraduate student body of more than 55,000 will give a sense of the extent to which they differ from the students of more traditional institutions.

UMGC’s students are:

- 47% women
- 53% under-represented minorities



Office of Diversity and Equity

- 28% African-Americans

The University's ongoing student retention initiatives show that, in terms of student retention and success, it is the adult, part-time, working nature of UMGC's students that constitutes the principal risk factor for failure to succeed. UMGC has in place programs and initiatives to increase the success of its culturally diverse student body. It also has educational offerings geared toward raising awareness of diversity issues among students pursuing a variety of careers. The UMGC Strategic Plan also addresses UMGC's commitment to providing quality educational programs that meet the career goals of its students across the globe.

### **C. Academic Programs**

The Behavioral Sciences Programs have developed courses to increase and expand knowledge around diversity and inclusion. Students across the university participate in these elective courses to increase their awareness of diversity and to prepare them for their future careers. These courses include:

- BEHS 220 – Diversity Awareness
- BEHS 320 – Disability Studies
- BEHS 34 – Parenting Today
- BEHS 380 – End of Life: Issues and Perspectives (formerly Gerontology)
- BEHS 453 – Domestic Violence
- BEHS 343 – Parenting Today

### **D. Faculty**

In addition to the programs offered by UMGC's Office of Diversity and Equity, faculty members also receive support from the Faculty Development Office. Faculty Development host Lunch and Learn webinars and Community Meet-ups to address and discuss a wide range of





## Office of Diversity and Equity

topics that faculty need to consider when working with the diverse UMGC student body. These live sessions are hosted in Zoom and discuss relevant topics for higher education, technology, and pedagogy. The Faculty Development Unit ensures that staff receive regular training and development opportunities. Programming includes workshops and webinars including, but not limited to:

- Digital Rights and the American with Disabilities Act (ADA)
- Military Spouse Motivation
- Military initiatives – Overview of Success
- “Understanding and Working with Students with Disabilities”
- Title IX Avoiding Sexual Harassment in Preventing Sexual Violence
- EEO and Fostering Inclusive Practices in the classroom

### **E. Staff**

UMGC is committed to the hiring and retention of diverse employees from a variety of backgrounds, cultures, and experiences. Ongoing review of the representation of diverse staff reporting to and/or working throughout the State of Maryland suggests that the University is maintaining a culturally diverse workforce. Through Affirmative Action planning and consistent review of internal recruitment practices we are able to identify areas where the diversity of UMGC staff may need improvement.

Minorities and women are not significantly under represented or concentrated in any particular organizational unit. This does not mean that there is not more work to be done. The University continues to explore hiring, retention, and promotion trends while ensuring that there is a sufficient talent pipeline to ensure that all staff have the ability to advance throughout their careers at the University.

### **F. Recruitment of Staff and Faculty**

The University uses an interactive process for recruiting faculty and staff. The objective of this interactive process is to determine what human resources are required, ensuring that position description accurately reflect the skills needed and to recruit in the widest possible areas and using a combination of electronic, print media, and face to face recruiting methodologies.



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Staff recruitment sources include, but are not limited to, various job fairs, local newspapers, professional publications, and organizations. The University prepares and maintains a Faculty Recruitment Plan in its efforts to recruit a diverse body of faculty.



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### **III. Description of how the institution plans to enhance cultural diversity (if improvement is needed);**

As we review current diversity training and programming, we have instituted new training criteria to ensure that diversity training will be rolled out at all levels of the university. Executive Committee, President's Cabinet, and staff across the university will all be offered training to further their diversity knowledge and education. This training will consist of workshops and webinars related to Microaggressions, Unconscious Bias, Race and Social Justice in Higher Education, etc.

Further, we will be engaging staff and faculty in conversations designed to further their exploration and understanding of race, social justice, inclusivity, and racial inequities. These are designed to be small group facilitated discussions that require courage, vulnerability, and transparency.

### **IV. Addressing Hate Crimes:**

The University is keenly aware of the possibility that hate crimes may occur on its campuses and facilities. The cultural diversity programs in place serve as preventive measures to hate crimes. However, in the event an incident occurs, the University is prepared to respond and take immediate corrective actions. The University's response team consists of the Fair Practices Unit (comprised of the Fair practices Officer, EEO, and the Office of Legal Affairs), Office of Human Resources, the Resolution Emergency Assessment Crisis team (REACT), the University Security Team and the University of Maryland Police. These groups form a primary and secondary response approach to any incident depending on the severity of the incident.

Public spaces of UMGC's facilities are periodically inspected to determine if hate graffiti in any form have been posted. When detected immediate action is taken to report and eradicate such graffiti.

The University plans to continue its vigilant monitoring of hate crimes, respond to incidents immediately upon having knowledge, to investigate, resolve, and take appropriate corrective actions as need.

### **V. Summary of Resources**

UMGC will continue to develop and enhance its programs through prudent use of current budgets and available grants. Key recommendations outside of the current plan are regularly considered in the context of the University strategic priorities. The President's Office



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and Executive Committee support the use of investment dollars to further the diversity and inclusion efforts as part of the strategic investment into the people that make up the University community.



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### **Appendix 1. Training and Development Programs**

The Office of Diversity and Equity is responsible for conducting awareness programs for staff, faculty, and students to promote understanding diversity, tolerance, and to help maintain high morale within the organization. Over the past year a number of programs have been conducted, and these will continue to be developed to ensure inclusiveness of all participants. Each program covers some aspect of culture and is designed to increase the cultural competency of employees.

The Office of Diversity and Equity continues to partner with the Organizational Development Unit within the Human Resources Office to enhance UMGC's position as a high performing institution through the development of its employees by partnering with department administrators and employees in the areas of training, organizational development and work/life. These include, but are not limited to, interpersonal communication, conflict resolution, verbal and written communication, and supervisory and management skills.

We provide commemorative programs to gain better understanding of cultures, and promote positive human relations within the university community. Further, the facilitated trainings provide participants with a better understanding of the contributions of various groups to society and promote good human relations in the workplace.

Target Audience: Staff, Faculty, and students.

Some past programs include:

- Independence Day, President's Day, Constitution Day and Patriot Day
- Women's Suffrage Movement and Women Heritage
- Heritage Commemorations includes: Hispanic, Black History, Italian, Irish, Asian Pacific, German, Jewish Heritage, etc.
- National Health, includes: Aging, Breast Cancer, Disability Employment, and Mental Health
- Lesbian, Gay, Bisexual, Transgender (LGBT) and Gay Pride
- Martin Luther King Birthday
- Juneteenth

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- Day of Remembrance
- Caribbean Heritage Month (Carnival)

11. Program Title: Poster Series (Cultural Awareness- Commemorations)

Program Description: A series of posters to commemorate the various cultures of the citizens of the US and promote positive human relations in the workplace. Poster topics are similar to the commemoration programs listed in #10 above.

Purpose of Training: To provides viewers information about whom to contact and about the various cultural events throughout the year. These posters are geared to promote diversity, safety and healthy workplace.

Target Audience: Staff, Faculty and Students

12. Program Title: Bookends: Meet the Author

Program Description: This program will highlight the literary accomplishments of diverse staff, faculty and Alumni. Individuals who have authored or co-authored and publish a book will be invited to a discussion about their book and/or give a motivational speech. They will be asked to also bring copies of their book(s) for a signing session.

Purpose of Program: To provide participants the opportunity to hear firsthand from authors, engage in useful dialog which will provide them insight in a variety of topics and issues presented in the author's book.

Target Audience: Staff, Faculty and Students.

13. Program Title: Management/Supervision Training

Program Description: A series of management/supervision training for several levels of supervisors. The series provides newly appointed or hired supervisors an orientation of the policies, procedures and resources to effectively function within UMGC. The series also provides basic concepts and techniques of management and supervision for employees who wish to get a better understanding of management and supervision. Finally there is a series of advanced techniques in supervision. Throughout the series there are modules covering diversity and organizational culture.

Purpose of Program: To provide participants with the skills, competencies and resources to become effective supervisors/managers.





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Target Audience: Staff and Faculty