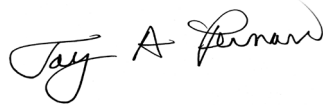


OFFICE OF THE CHANCELLOR

MEMORANDUM

TO: USM Presidents**FROM:** Jay A. Perman
Chancellor**DATE:** June 30, 2023**Re:** 2023 Institutional Programs of Cultural Diversity Annual Progress Report

The Board of Regents met in public session on Friday June 16, 2023, at Frostburg State University. They approved the 2023 Institutional Programs of Cultural Diversity Annual Progress Report for submission to the Maryland Higher Education Commission.

This Board action follows the recommendation for approval made at the Committee on Education Policy and Student Life meeting on May 11, 2023.

cc: Alison Wrynn
Candace Caraco
Zakiya Lee
Denise Wilkerson

TOPIC: 2023 Institutional Programs of Cultural Diversity Annual Progress Report

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Thursday, May 11, 2023

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, 2023. Those recommendations will be addressed by the appropriate party, and updated files will be available in advance of the June 16, 2023 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 2023 Institutional Programs of Cultural Diversity Annual Progress Report for submission to the Maryland Higher Education Commission.

COMMITTEE ACTION:

DATE: May 11, 2023

BOARD ACTION:

DATE:

SUBMITTED BY: Alison M. Wrynn

301-445-1992

awrynn@usmd.edu



UNIVERSITY SYSTEM
of **MARYLAND**

**ANNUAL PROGRESS REPORT:
INSTITUTIONAL
PROGRAMS OF CULTURAL DIVERSITY
2023**

Bowie State University (BSU)
Coppin State University (CSU)
Frostburg State University (FSU)
Salisbury University (SU)
Towson University (TU)
University of Baltimore (UBalt)
University of Maryland, Baltimore (UMB)
University of Maryland, Baltimore County (UMBC)
University of Maryland, College Park (UMCP; UMD)
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
Thursday, May 11, 2023

University System of Maryland Institutional Programs of Cultural Diversity Annual Progress Report, 2023

The University System of Maryland's mission, vision, and values statements have been revised to reflect an expanded mission and vision for the System and our institutions as well as our deep and abiding commitment to advancing diversity, equity, inclusion, and social justice for all Marylanders.

Our Mission

To educate and serve the people of Maryland; advance equity, justice, and opportunity; and produce the research and scholarship that improve lives.

The USM leverages the strength and diversity of our people and institutions to promote lifelong learning, encourage economic innovation and entrepreneurship, and produce research and scholarship that solve the world's greatest problems.

We instill in students a commitment to diversity, inclusion, and justice; an understanding of the social, economic, and environmental challenges facing our world; and the will and ability to address them.

Through learner-centered academic programs and support services, we prepare students who have the knowledge, skills, creativity, and confidence to succeed and to lead in a global, digital economy.

Our Vision

To be a preeminent system of public higher education respected around the world for our leadership in developing learner-centered postsecondary education for all levels and life stages; creating knowledge that solves problems, strengthens communities, and makes meaningful change; and relentlessly pursuing equity, opportunity, and justice for all.

Our Values

Our core values reflect the fundamental principles that guide our work. They serve not just as standards for those engaged in the System's day-to-day operations but, to those outside the System, as affirmation of what we stand for. Values aligned with this report include:

Diversity, Equity, and Inclusion

We are strengthened by the many perspectives, cultures, and traditions that exist within our System. We seek out and engage a diverse range of voices and viewpoints, and we make resources and opportunities equitably available to those we employ and serve.

Civility

Learning cannot thrive in a climate lacking mutual respect and civil engagement. We treat all people with respect and civility, and demonstrate that in our words, our actions, and our demeanor.

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. For 2023, MHEC notes, "This year's reporting guidance is designed to balance ensuring compliance

with the law and providing institutions an opportunity to highlight their activities tied to the diversity goals of the State Plan. In accordance with this, each institutional submission should include a brief narrative (no more than seven pages) that includes:

Section 1: A summary of the institution's plan to improve cultural diversity as required by Education Article §11-406 (attached).

Section 2: A description of efforts to increase the numerical representation of traditionally underrepresented groups.

Section 3: A description of efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.

Section 4: A description of emerging populations that are currently underrepresented in higher education.

Section 5: If needed, a description of other initiatives that are central to the cultural diversity plan that are not captured in Sections 2, 3, and 4.

Following are (1) highlights and themes from institutions' responses to the MHEC guidance; (2) USM office and multi-institutional diversity, equity, inclusion, and justice highlights; and (3) each campus's submission to the MHEC guidance. It is important to note that the entirety of an institution's work cannot be captured in the highlights below or in the seven-page response to MHEC's guidance. More details can be found in institutions' cultural diversity plans, which are attached.

Highlights and Themes from USM Institutions' Responses to the MHEC Guidance

Section 1

A summary of the institution's plan to improve cultural diversity as required by Education Article §11-406.

Institutions' summaries of their plan to improve cultural diversity range widely, but many include descriptions of:

- The collection, disaggregation, and monitoring of data
- Staffing (including cabinet-level administrators), committees, and offices dedicated to diversity, equity, inclusion, and justice (DEIJ)
- How DEI/DEIJ is included in the institutions' strategic plans
- The establishment or revision of distinct DEI/DEIJ strategic plans
- Priorities, goals and definitions
- Focus on policy reviews and amendments
- Recognition of and attention to how a history of racism and discrimination factors into current realities
- Commitment statements and core values
- Direct outreach to historically underrepresented groups

Institutions' plans to improve cultural diversity are built upon and around the following statements and ideals from each USM institution:

Bowie State University

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.

Coppin State University

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. CSU achieves and supports cultural diversity through strategic programming related to the inclusion of those racial and ethnic groups and individuals who 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."

Frostburg State University

The University Council on Diversity, Equity, and Inclusion (UCDEI) has developed a ten-goal plan, which was approved by the President's Executive Cabinet in 2021, builds upon previously existing initiatives, and provides suggestions for additional initiatives to continue to improve cultural diversity on campus. Goals include, but are not limited to:

- Acknowledge the Past and Revisit History to Prevent Future Institutional Racism
- Lift Minoritized Voices
- Diversity and Inclusion in Campus Policing
- Devise a Comprehensive Strategy for Commitment to Preventing Racism
- Disaggregate Student Success Data to Improve Minority Student Persistence
- Engage in Intrusive Outreach to Students of Color
- Build a Cultural Commitment to Eliminating Racism

Salisbury University

Dr. Carolyn Ringer Lepre has shared plans for "diversifying SU's student body to better reflect Maryland's demographic makeup, and to seek out more diverse faculty and staff." Those plans include, but are not limited to creating a campus-wide diversity, equity and inclusion (DEI) plan; working to diversify faculty through new hires; and seeking to advance research related to DEI and social justice. There is also a plan to hire a Vice President for Belonging, Diversity, and Inclusion, the first time there will be a cabinet level administrator dedicated to Diversity, Equity, Inclusion, and Belonging. The aforementioned plan will capture themes to develop a strategic approach related to advancing diversity, equity and inclusion at Salisbury University. The plan is being developed to accomplish integration of inclusive excellence into all aspects of university operations, foster a sense of shared responsibility and better monitor progress to goals.

Towson University

Cultural diversity is a means to leading a more fulfilling intellectual, emotional, moral, and spiritual life. Bridging the gap between cultures is urgent and necessary for peace and stability. Creating a more diverse and inclusive campus is a priority for TU, linked to and aligned with our strategic plan for the express purpose of building a stronger foundation for a promising future. Diversity is recognizing and valuing the variety of backgrounds, perspectives and beliefs held by members of the TU community. Our diversity tenets include sex, sexual orientation, gender identity, gender expression, race, ethnicity, color, nationality, mental ability, physical ability, religious affiliation, age, and veteran status.

University of Baltimore

The mission of UBalt is to promote an academically enriching and supportive climate that allows all members of its community to thrive and succeed. Diversity is defined at UBalt 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 UBalt’s mission and success.

University of Maryland, Baltimore

The University of Maryland, Baltimore is committed to fostering a diverse, equitable, and inclusive educational and work environment. Two of UMB’s eight Core Values, Equity and Justice, and Respect and Integrity, are closely tied to diversity, equity, and inclusion. Theme 3 of the UMB 2022-2026 Strategic Plan focuses on University Culture, Engagement, and Belonging and the strategic objective is for UMB to “create a sustainable, equitable, and inclusive culture of care that collaboratively engages and embraces all members of the University community, and broader community, with respect and in a manner that fosters belonging, understanding, trust, and equity.” The strategic outcomes include that UMB “is inclusive and actively seeks input from stakeholders at all levels and of all backgrounds when identifying opportunities, planning and setting goals, and making decisions”; “actively recruits, retains, supports, and advances diverse students, faculty, and staff, demonstrating a commitment to our core value set of Equity and Justice”; “provides professional and educational programs and initiatives that build capacity, equity, and respect, and support the well-being, sense of belonging, and success of all members of the University community”; and “communicates in a manner that is empowering, inclusive, and demonstrates cultural humility.”

University of Maryland, Baltimore County

One of the fastest-growing and most diverse public research universities in the nation, UMBC, a United States Department of Education designated Minority Serving Institution, has integrated many of its diversity-related efforts into the fabric of its administrative function in support of all students, faculty, and staff and through community engagement. UMBC develops its strategies and evaluates its progress through multiple units and processes, paying attention to trends in applications, admissions, enrollment, and graduation rates at the graduate and undergraduate levels, using surveys and data disaggregated by race, ethnicity, sex, age, first-generation status,

financial aid eligibility, residency, disabilities, enrollment status, military service, time to degree, degree completion, and more.

University of Maryland, College Park

UMD, new (2022) strategic plan, Fearlessly Forward, centers Diversity, Equity and Inclusion (DEI) as one of six guiding principles: “We are strongest when embracing voices, ideas, perspectives, identities, and experiences across our campus. Together, we work toward justice.” This determination to create an inclusive and equitable campus aligns with the two priorities that President Darryll Pines established during his inauguration in 2021: ensure excellence in all that we do; and create a more inclusive, multicultural community for all. UMD strives to create a cultural climate that enables everyone to succeed within a framework of care and belonging. This effort begins when new community members first join UMD and participate in the TerrapinSTRONG onboarding program, which establishes a shared vision and values for the entire campus community and creates a sense of belonging and an expectation of personal responsibility among UMD community members, helping individuals build relationships, find support systems, and understand how their work connects to the wider vision of inclusion. Our geographical location and status as a world-class research institution attract a diverse population, but an additional element of that attraction—as well as a critical component of retention—is our ability to create an inclusive climate that celebrates our diverse identities, backgrounds, and cultures.

University of Maryland Center for Environmental Science

At this time, the University of Maryland Center for Environmental Science (UMCES) does not have a formal Cultural Diversity Plan. UMCES has begun the process of developing one, and intends to submit our plan with our Spring 2024 Institutional Programs of Cultural Diversity Report. To meet that goal, we plan to have a draft of the plan completed by the end of calendar year 2023. This draft will be shared with our shared governance bodies in January 2024 with the final iteration completed by early April 2024. In the meantime, the Diversity, Equity, and Inclusion Collaborative (DEIC), established in June 2020, has focused on increasing the diversity of UMCES personnel, especially at the highest levels of the hierarchy and providing immediate attention to the creation of an inclusive, equitable, and welcoming work climate, which is critical for retaining under-represented minorities after they are recruited to UMCES.

University of Maryland Eastern Shore

Cultural diversity serves as a cornerstone at the University of Maryland Eastern Shore. The University is currently in the process of redeveloping and reimagining cultural diversity for the campus community. The driving force was found in the Driving Change Self-Study. The self-study was conducted as part of UMES’ application to the HHMI Grant Initiative, Driving Change. The goal of Driving Change is to “effect genuine and lasting culture change on research university campuses so that undergraduate students from all backgrounds, particularly those who belong to historically excluded groups, will excel in STEM and graduate from college well prepared to pursue advanced degrees and eventually assume leadership roles in STEM.” While the ultimate purpose of the self-study was diversity, equity, and inclusion as they relate to supporting STEM programs, the scope of the study encompassed the climate for DEI efforts and for positive change as a whole. Those efforts propelled the University to move forward with including the follow strategic plan goal: Support diversity and inclusion on and off campus and foster a climate of equity for all stakeholders into the University Strategic Plan as part of the Vision 2030, From Excellence to Preeminence from the University System of Maryland.

University of Maryland Global Campus

We seek to reflect the diversity of the global community. Cultural differences are recognized, valued, and considered essential to the educational process and working environment. We promote understanding and mutual respect of all members of the community and provide an academic and social environment that encourages new ideas, an eagerness to learn, and positive working conditions." In December 2021, the University of Maryland Global Campus released the first University-wide community facing Diversity, Equity, and Inclusion Strategic Plan. This plan was designed to provide a transparent call to action that would be built into the foundation of the university. The plan was based on the following (select) priorities and goals: providing a culturally relevant and student-focused curriculum; removing barriers to education and career success; workplace equity and awareness; and recruitment, retention, and development of diverse faculty and staff.

Section 2

A description of efforts to increase the numerical representation of traditionally underrepresented groups among 1) students 2) administrative staff and 3) faculty.

Following are examples of stakeholder-specific initiatives that exist at USM universities.

Students

- Partnership programs and outreach with and to K-12 schools and community colleges
- Reduction of barriers to admission (e.g., application fees) for underrepresented populations
- Staff s dedicated to developing and implementing strategic marketing and programming with a cultural lens to support the recruitment and retention of students from diverse backgrounds
- Transitional support via bridge programs and direct student services
- Special housing concepts for those interested in learning from and engaging with diverse populations
- Training on inclusive recruitment for entire admissions staff
- Participation in college fairs sponsored by community organizations dedicated to support for communities of color
- Providing information sessions and marketing materials in Spanish and increasing in-person sessions that have proven to be more useful for some underrepresented groups
- Graduate and professional school recruitment at HBCUs
- Affinity groups to help ensure a welcoming climate that will support students' retention and success
- Offices dedicated to providing resources and facilitating the academic success of traditionally underrepresented students from recruitment through completion
- TRIO programs
- Enhancement of dollars used for need-based financial aid
- Enhanced recruitment efforts in majority-minority geographical areas
- Increased high-touch recruitment (directly at high schools, personal contact between admissions and students/families with questions, small group workshops on the application process)

Faculty, Staff, and Administration

- Broad and intentional advertisement and recruitment (with increased funds to support departments in this effort)
- More robust onboarding and leadership/professional and development to help facilitate retention and promotion
- Website enhancement
- Inclusive search training sessions for staff and faculty
- Faculty and staff affinity groups
- Faculty mentoring programs
- Required use of online faculty search software to improve diversity recruitment efforts
- Administrator review of hiring practices, job descriptions, interview questions, and interview panels to ensure there is diverse representation and to remove barriers to a fair and equitable process

Section 3

A description of efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.

Following are examples of stakeholder-specific initiatives that exist at USM universities.

Students

- Intercultural, faith-based, and identity-based centers, celebrations, programs, and events
- Diversity dialogue programs
- Curricular offerings and requirements
- Specific majors, minors, and concentrations
- Safe space training/programs
- Civic engagement centers and programming
- Cultural competence curriculum/programming within the residence halls
- Counseling center special attention to the needs of diverse populations
- Chosen name/pronoun projects and policy discussions
- Focus on international students
- Mentoring programs

Faculty, Staff, and Administration

- Training via campus centers for teaching and learning, offices of equity and compliance, and human resources
- Faculty inclusive teaching training opportunities
- Consideration of DEI-related work in tenure and promotion policies; required statements regarding DEI during search processes
- Curricular offerings that promote cultural diversity in the classroom
- Inclusion networks/affinity groups
- DEI-related professional development (topics include: microaggressions, discrimination, unconscious bias, helping students find their voice, inclusive conversations, leading inclusive teams)
- Culturally responsive teacher leadership program

Section 4
A description of emerging populations that are currently underrepresented in higher education.

Following are the emerging populations identified by each USM institution. Rationales for the identification of these groups and plans to support these students can be found in the institutions' reports.

Bowie State University

Veterans

Coppin State University

Minority women

Frostburg State University

Latinx

Salisbury University

First-generation; LGBTQ+; Pell-eligible; international; undocumented; military connected; and disabled

Towson University

Native American and Indigenous

University of Baltimore

Incarcerated/formerly incarcerated

University of Maryland, Baltimore

Varies by School, but one example is males in nursing

University of Maryland, Baltimore County

International; food insecure; LGBTQ+; and those who are choosing to select their names and pronouns and express their gender identity

University of Maryland, College Park

Populations in need of accommodations, i.e., neurodiverse; transgender

University of Maryland Center for Environmental Science

Native American; Asian, Asian American, or Pacific Islander; physically disabled; neurodiverse; and LGBTQ+

University of Maryland Global Campus

American Indian/Alaskan Native/Indigenous

University of Maryland Eastern Shore

LGBTQ+; first-generation; undocumented; Hispanic; non-traditional; those with mental/physical disabilities; incarcerated/formerly incarcerated

USM Office and Multi-Institutional Diversity, Equity, Inclusion, and Justice Highlights

USM's Strategic Plan: Vision 2030 From Excellence to Preeminence

Priority 5: DIVERSITY, EQUITY, AND INCLUSION

The University System of Maryland is committed to promoting diversity, equity, and inclusion (DEI) in all of our policies, practices, and endeavors, and instilling in our students appreciation and support for fairness, open-mindedness, civic engagement, and service to others. We are committed to contributing to a civic culture that values civility and respect for all people. As a first step toward developing an ambitious set of DEI goals and strategies, the Board of Regents has charged the chancellor and USM leaders with implementing a framework to help identify and dismantle structural racism within the System and our institutions; elevate issues of race and racism in our teaching, research, and scholarship; and redress racial inequities and advance social justice within the USM and in the communities we serve.

Guided by this framework, and building on the strength of our people and institutions, we must infuse DEI and civic engagement into our teaching, research, scholarship, and service. We must move relentlessly toward our goal of becoming truly reflective of our state and its people, and applying our expertise, influence, and assets to improving their lives. Short-term goals (2022-2025) include:

- Increasing the diversity of our students, faculty, and staff.
- Seeking out and promoting best practices to enhance inclusion and promote equity.
- Increasing the visibility of our HBCUs, highlighting their missions and contributions to the System's strength.
- Educating our students to be informed and engaged citizens and social change agents in our democracy.

Mid-term and long-term goals can be found in the Strategic Plan at the link above. Mid-term goals will build on the success of short-term goals, and long-term goals will build on the success of the short-term and mid-term goals to ensure the USM has reached its DEI goals by 2030.

USM Diversity and Inclusion Council

- In the summer of 2015, then Chairman of the Board of Regents, Jim Shea, appointed a workgroup of regents to address the challenges facing our institutions around diversity and inclusion. The BOR workgroup met on three occasions to address the following major agenda items:
 1. Understand the complexities and import of diversity (of all kinds) to society and our institutions
 2. Determine the role of the Board of Regents
 - Embrace the mission statement with a focus on “educating students, faculty and staff and the external community about the value of diversity and its importance to the attainment of excellence”
 - Review data and background materials as needed
 3. Determine actions to be taken
 - Activate a Diversity Council to determine the best way to approach the achievement of goals including, but not limited to:
 - i. Collecting and providing materials and research for the Board
 - ii. Educating the BOR and broader community on the issues, goals, and actions

The BOR workgroup and Chancellor Robert Caret called for the activation of a Diversity and Inclusion Council, which began meeting in 2016. Council membership includes representatives from each USM institution, regional higher education center, and shared governance body. The most current membership list is attached.

Since last year's report, the Council met two times and has:

- Reviewed past and prepared for upcoming Cultural Diversity Reports
- Provided advice on proposed or existing legislation
- Discussed health equity issues and USM convenings
- Advised on DEI presentation to the Board of Regents
- Shared and discussed campus programs, issues, challenges, and good practices that serve to improve DEI at each institution.
- Early considerations on the impact of likely SCOTUS decisions on race in college admissions (Students for Fair Admissions v. UNC and Harvard).
- Adjustment to BOR Faculty Awards
- USM DEI-related economic development work
- Maryland Higher Education Commission's DEI Committee Meeting
- Abell/Baltimore City Public Schools and USM Project

Empowering Students to be Agents for Change in Promoting Health Equity: A Reconvening

On April 19, 2023, the Kirwan Center for Academic Innovation hosted USM's second health equity convening, entitled Empowering Students to be Agents of Change in Promoting Health Equity. It serves as a bookend to the first convening that took place in spring 2022. The convenings grew out of a Regents' workgroup (led by EPSL Chair Michelle Gourdine) on health equity and represent opportunities for invited campus teams to come together and work on campus action plans, engage in cross-institutional learning, and grapple with key issues related to making education for health equity pervasive and intentional for students. This convening brought together institutional teams in a facilitated workshop-style event to discuss ways we might advance the work that USM institutions are doing –individually and collectively– to empower graduates of our healthcare programs to be agents of change in promoting health equity. The event also invited participants to explore the ways in which, as a system, we can enhance our impact in relation to that goal.

NSF INCLUDES Alliance: Re-Imagining STEM Equity Utilizing Postdoc Pathways (RISE UPP)

The vision of RISE UPP is to leverage state university systems to diversify STEM faculty utilizing postdoctoral pathways into tenure track faculty positions. The RISE UPP Alliance leverages the inter-institutional frameworks developed by the two Core Model Partners, University of California's President's Postdoctoral Fellowship program and the University System of Maryland's AGEP Promise Academy Alliance, to assist with the adoption or adaptation of those models at three Scaling Partner systems: the University of Texas System, the Texas A&M University) System, the University of North Carolina System. RISE UPP will help Scaling Partners act as systems to facilitate the recruitment, training, community and network building, and subsequent hiring of minoritized postdoctoral scholars into tenure-track positions within their university systems. Because the University System of Maryland will be scaling our model, which previously focused on biomedical scholars, to all STEM disciplines and to additional institutions, we are simultaneously a Core Model Partner and a Scaling Partner. To retain, support, and advance these scholars equitably, the RISE UPP Alliance recognizes that departments, institutions, and systems must also be transformed. Therefore, activities will center on four areas of evidence-based interventions: postdoctoral professional development, academic climate, mentoring support, and university system and pathways to conversion.

Participating USM institutions include: Salisbury University, Towson University, University of Maryland, Baltimore; University of Maryland, Baltimore County; University of Maryland, College Park; and University of Maryland Center for Environmental Science.

Results are promising! Nationally, only 17% of postdocs become tenure track professors. However, this work has yielded 5/10 former postdocs on the tenure track (with 4 of those within USM), 1/10 in the process of converting this year, 3/10 still in fellowship hoping to convert/stay in Maryland, and 1/10 who left for industry.

The Bowie State University and University of Maryland Social Justice Alliance was created to honor the legacy of BSU alumnus 2nd LT Richard Collins III and promote social justice on their respective campuses. Led by faculty experts from each university, the alliance is addressing critical issues facing campuses, communities, and the nation by engaging students and communities to bring about the social justice change desired by both institutions.

Conclusion

Although USM has become more inclusive and diverse over time, we still have a long way to go. Both the USM Office and the USM institutions are enhancing work being done to remove institutionalized, systemic, or structural barriers that have evolved in terms of policies, procedures, language, facilities, campus climate and culture, delivery models, services, and business/financial models. Institutions have known for a while and systems are beginning to realize that this work is intense and should be consistent and persistent. That is most likely when a staff member or staff members are responsible for organizing, managing, and coordinating the work that happens all across the organization.

Institutions are appropriately tackling inclusion and diversity from multiple perspectives. This speaks well to the breadth and depth of the work that needs to happen and is happening. This work will continue, as there is no quick or singular fix. USM 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. The USM Office and USM institutions will be implementing and aligning with the USM Strategic Plan, complying with the statute guiding this report, and, most importantly, doing the work needed to make USM institutions among the most representative, welcoming, equitable, social justice-focused communities of higher education in the United States.

Appendix 1: Universities' Cultural Diversity Plans

Education Article §11-406 mandates that each public institution of higher education in the State develop and implement that plan. See attached for institutions' diversity plan in place during the reporting year (Academic Year 2022-2023).

Enclosures: Education Article §11-406
Diversity and Inclusion Council Membership
USM Institutional Cultural Diversity Progress Reports

Article - Education

[\[Previous\]](#)[\[Next\]](#)

§11-406.

(a) In this section, “cultural diversity” means the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education.

(b) (1) (i) Each public institution of higher education in the State shall develop and implement a plan for a program of cultural diversity.

(ii) If an institution of higher education already has a program of cultural diversity, the institution of higher education shall develop and implement a plan for improving the program.

(iii) A plan developed and implemented under this subsection shall include an implementation strategy and a time line for meeting goals within the plan.

(2) A plan developed under paragraph (1) of this subsection shall include:

(i) A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations;

(ii) A description of how the institution plans to enhance cultural diversity, if improvement is needed;

(iii) A process for reporting campus-based hate crimes, as defined under Title 10, Subtitle 3 of the Criminal Law Article and consistent with federal requirements under 20 U.S.C. 1092(f), known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act; and

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

(3) A plan developed under paragraph (1) of this subsection shall enhance cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff at the institution of higher education.

(c) (1) On or before July 1 of each year, each institution shall submit the plan developed under subsection (b) of this section to the governing body of the institution for the governing body's review.

(2) On or before September 1 of each year, the governing body of an institution shall submit a progress report regarding the institution's implementation of its plan to the Commission.

(d) (1) The Commission shall review the progress report submitted by each governing body under subsection (c) of this section to monitor compliance with the diversity goals of the State Plan for Higher Education.

(2) On or before December 1 of each year, the Commission shall submit a report, in accordance with § 2-1257 of the State Government Article, to the Senate Education, Health, and Environmental Affairs Committee, the Senate Budget and Taxation Committee, the House Appropriations Committee, and the House Committee on Ways and Means on the extent to which the institutions of higher education in the State are in compliance with the diversity goals of the State Plan for Higher Education.

[\[Previous\]](#)[\[Next\]](#)



Diversity and Inclusion Council Membership List Spring 2023

Bowie State University

Adonna Bannister Green, **Director**, Office of Equity Compliance
Amani Jennings, Dean of Students

Coppin State University

Pamela Richardson Wilks, Provost and Vice President for Academic Affairs

Frostburg State University

Traki Taylor, Provost and Vice President for Academic Affairs
Robyn Wynder, Assistant VP for Student Affairs, Diversity, Equity and Inclusion Officer

Salisbury University

Dane Foust, Vice President of Student Affairs and Enrollment Management
Karen Olmstead, Provost and Senior Vice President for Academic Affairs
Vanice Antrum, Director of Multicultural Affairs

Towson University

Patricia Bradley, Vice President, Office of Inclusion & Institutional Equity

University Baltimore

Open Seat

University of Maryland, Baltimore

Diane Forbes Berthoud, Vice President and Chief Diversity Officer

University of Maryland, Baltimore County

Philip Rous, Provost and Senior Vice President for Academic Affairs
Nancy Young, Vice President for Student Affairs

University of Maryland, College Park

Georgina Dodge, Vice President, Office of Diversity and Inclusion
Patricio Korzeniewicz, Professor and Chair, Sociology
Laura Anderson Wright, Associate General Counsel

University of MD Center for Environmental Science

Angela Richmond, Co-Chair: Diversity, Equity, and Inclusion Collaborative

University of Maryland Eastern Shore

Latoya Jenkins, VP for Enrollment Management and Student Experience
Reginald Garcon, Associate VP for Enrollment Management and Student Experience

University of Maryland Global Campus

Blair Hayes, Vice President and Chief Diversity Officer



**Diversity and Inclusion Council
Membership List
Spring 2023**

USM Hagerstown

Open Seat

Universities at Shady Grove

Jeffrey Ash, Chief Diversity, Equity, and Inclusion Officer

University System of Maryland Southern Maryland

Markia Joi Simmonds, Business Manager

Council of University System Faculty

Benjamin Arah, Associate Professor, Department of History and Government - Bowie State University

Council of University System Staff

Deniz Erman, Buyer/Merchandiser Specialist, Towson University

USM Student Council

Open Seat

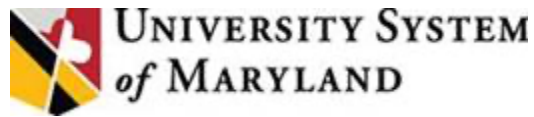
University System of Maryland

Zakiya Lee, Assistant Vice Chancellor for Academic and Student Affairs; Chief of Staff

Tim McDonough, Vice Chancellor for Communications and Marketing

Lindsay Ryan, Interim Executive Director of Economic Development

BOWIE STATE UNIVERSITY



Spring 2023

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

Institution: Bowie State University

Date Submitted: April 10, 2023

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 – Summary of Institution's Diversity, Equity and Inclusion Initiatives (DEI)

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, 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.

Bowie State annual planning and budgeting process includes Cabinet level Mid-Year Evaluation and the Annual Evaluation. Progress on annual divisional and institutional goals and a review of the strategic plan key performance indicators (KPIs) occur during January and June Cabinet retreats. KPIs related to Goal 4 include ethnic/racial student and employee diversity and campus climate survey results. The university anticipates that the next strategic planning development process will include targets for each KPI.

Bowie State University's Office of Planning, Analysis, and Accountability (OPAA) analyzes institutional and survey data to inform DEI initiatives. All DEI data are examined by student level, race/ethnicity, gender, and age subgroups. Socioeconomic factors are also reviewed when data are available.

Climate and Cultural Competency Assessment

In addition to access, student success, and completion data, Bowie State uses a number of indirect measures of campus climate to assess whether or not the institution is welcoming to all. On a regular cycle, OPAA administers the NSSE and the Ruffalo Noel-Levitz Student Satisfaction Inventory and the internally developed

graduating student survey to gather student voices. OPAA also hosts “pulse” student surveys to gather feedback on specific issues facing the institution.

The Center for Academic Programs Assessment (CAPA) recently began to assess student values regarding diversity and to measure their intercultural competency and experiences. The HEIghten Intercultural Competency and Diversity (ICD) assessment comprises 74 items with two scaled scores, Analyze & Act as well as Approach. The former has 6 scaled subscores and the latter has 2. The 40 Analyze & Act questions are situational judgments based upon cross-cultural scenarios, with single-selection, multiple choice as well as multiple-selection, multiple choice question types. The 34 Approach Likert-type questions ask test-takers to rate their agreement with culturally-related statements. The baseline assessment demonstrated that BSU students are competent in areas of cultural competency and are confident in their interactions with people from other cultures.

Faculty and staff race, national origin, and gender data are reviewed annually as part of the institution’s EEO plan. The Office of Human Resources collects and analyzes the same data for applicants and employees in connection with the following employment practices: recruitment, applicant screening, hiring, promotion, termination, transfer, and discipline. The institution uses the Ruffalo Noel-Levitz College Employee Satisfaction Survey to gather faculty and staff climate feedback as well as faculty and staff “pulse” surveys to gather feedback on specific issues facing the institution.

To ensure our diversity programming is effective, rapid data collection was implemented after each diversity event. Simply, putting the QR code helped participants give feedback regarding services provided. At the same time, the activity director engaged with participants and asked them to raise their hands if the program was useful, and would they recommend the program again. This strategy of data collection fostered intercultural skills while increasing participant feedback.

Development of Formal DEI Plan

Beginning August 2021, the University embarked upon an initiative to actualize the above strategic objectives. BSU consulted with Emeritus Consulting Group to review its policies and practices, determine the interests and needs of the shared governance groups, and create a plan spanning the next 5 years that will ultimately infuse our work in these areas into every division and the coming plan. We are now at the 19 month mark of active planning, and possess a working draft that will be circulated to campus between April 2023 and August 2023, when it will be finalized and adopted formally.

At the conclusion of this endeavor, the Task Force will produce a plan to guide the campus in:

- a) reviewing selected existing data regarding the state of institutional diversity, equity and inclusion efforts;
- b) engaging with those charged with leading organizational diversity, equity and inclusion work, and those accountable for the work outcomes, to understand successes and continuing challenges;
- c) determining collaboratively the vision and strategy for diversity, equity and inclusion within the organization;
- d) providing guidance on promising practices to enhance diversity, equity and inclusion across the institution; and
- e) offering recommendations to chart progress in meeting the goals and benchmarks that the client has determined

Section II – Efforts to Increase Numerical Representation

Students

In the Southern Region, Hispanic students are projected to have the most significant amount of growth within the high school graduating classes through 2028. Asian/Native Hawaiian/ Pacific Islander students will have the next largest growth. As a result, the university must begin to find ways to attract more students from these two groups to the institution. Additional outreach must be done in these students' communities, and partnerships must be developed to establish pathways. Native/Indigenous American students will be targeted for the first time for the fall 2022 class, and the University hopes to establish a relationship with this population by connecting with College Board. Enrollment of American Indian students increased from 4 students in 2018 to 15 students in 2022; enrolment of Hispanic students increased from 214 in 2018 to 277 in 2022.

As it develops new, high demand academic programs, the university is exploring programs that appeal to a more diverse student group in order to maximize our recruiting efforts. This includes dual enrollment, continuing education, and adult learners as these populations will meet the immediate need to grow enrollment and build a pipeline for future undergraduate students. We have also increased the number of programs offered in online modality to meet the needs of students who prefer to be educated remotely or need flexibility as they balance priorities.

Administrative Staff and Faculty

Bowie State University collects and analyzes faculty and staff data aligned with EEO requirements to inform DEI initiatives. Employee race, national origin, and gender data are reviewed on an annual basis. Indirect feedback on campus climate is collected through employee satisfaction surveys and exit interviews.

Consistent with its Affirmative Action Plan, the University is committed to attracting pools of diverse candidates to fill vacant positions. The University's recruitment and hiring practices have been to advertise vacant positions internally on the BSU website and externally in various recruitment sources. We have expanded recruitment sources during this targeted period to further meet the diversity and inclusion needs of the University. Exemplar recruitment sources include professional associations, higher education publications, EmployDiversity, Hispanic Today, Women in Business and Industry, Facebook Blue Collar Group, and Black Perspective. We have launched various initiatives to help attract and retain a diverse population of talented faculty and staff members and create a more inclusive workplace environment. Efforts include:

- Enhanced Budget – Rather than leaving it to the discretion of the hiring unit to decide if and how to spend their budgeted funds on recruitment, this year we created a centralized budget (\$100,000) within the Office of Human Resources to ensure that all hiring would have the benefit of broad advertising in effort to develop more diverse applicant pools. The advertising sources are listed on the attached Affirmative Action Advertising Document (AAAD).
- Job Fairs – On February 15, 2023, the new Talent Acquisition Team within the Office of Human Resources participated in a virtual job fair sponsored through the Professional Diversity Network and the National Urban League. The team will attend another job fair in May 2023 and will work toward a University job fair for a targeted populations.
- Website Enhancement – The Office of Human Resources' website is being revamped to better "market" the University as a great place to work with a welcoming environment.
- Onboarding – We are implementing a more robust onboarding process to ensure that we are able to attract and retain the new hires.
- Talent Acquisition – We have increased number of staff members in this area so the University can be much more intentional and aggressive in its inclusive hiring efforts.

Section III – Efforts to Create Positive Interactions and Cultural Awareness

Below are selected Diversity, Equity, and Inclusion (DEI)-explicit activities for students, faculty, staff, and administration.

Student-Focused Initiatives

BSU Diversity and Inclusion Welcome Reception (NEW) during welcome week, over 200 first year students on August 23, 2022 participated in the Diversity and Inclusion. During this inaugural Enrollment Management and Student Affairs event, first year students explored pathways to get connected to retention initiatives that included the following tracks: 1) Social Justice and Student Advocacy, 2) Civic Engagement, 3) Performing Arts, 4) Intramural Sports, and 5) Self-Discovery. At the end of the Day of Engagement symposium, over 100 first year students registered for the Social Justice and Student Advocacy retention initiative. As of result, more than 200 students have participated in ongoing social justice and student advocacy programs and events on campus. The Social Justice and Student Advocacy ongoing co-curricular programs have included Protecting Our Voting Rights DC March, Mothers Impact on Racism Call to Action, Understanding Critical Race Theory, Should We Defund the Police Series, and Black Lives Matter Shared Conversation Series.

BSU Inaugural Affirmations Ball (New) This year the Multicultural Programs and Services, LGBTQIA Resource Center, Office of Residence Life, Office of the Dean of Student Affairs, and The Student Center successfully hosted the Inaugural BSU Affirmations Ball: A Wakanda Forever Experience for over 150 students. The purpose of this program is to provide our students the opportunity to redo their High School Prom. Over the last several years a number of traditions were cancelled due to the global pandemic. Equally important, some of our students who did attend prom had to hide an aspect of their social identity and this Affirmations Ball fosters an environment where students can show up as their authentic self. The Affirmations Ball highlighted the importance of loving oneself and the best way to honor the ancestors is starting with uplifting heroes around us daily at BSU. During the Ball 4 student leaders and 4 professional were acknowledged as unsung heroes (Wakanda Style).

BSU Who Am I: Social Identity and Ancestry Pathway (New) In September 2022, the Office of Multicultural Programs and Services in partnership with Ancestry the largest genealogy company in the world hosted Diversity in Genealogy Student Opportunities Day. Specifically, Ancestry highlighted student diversity scholarships and internships available to HBCU students with more than 50 participants. During the interactive Genealogy Student Opportunities Day, 2 student were selected for a summer 2023 internship, 3 students received academic scholarships, and Ancestry afforded BSU with 300 Ancestry Kits for students can uncover their genealogy. The Office of Multicultural Programs and Services and the Office of Residence Life originally established this partnership during the 2021-2022 academic school during the inaugural Who A I: Middle Passage to Uncovering DNA Ancestry.

BSU Inaugural Tunnel of Oppression: DEISJ Experiential Learning (ongoing) In October 2022 and March 2023, the Office of Multicultural Programs and Services and the LGBTQIA Resource Center led the Office of Student Engagement, Office of Equity Compliance, Office of Residence Life, Counseling Services, Henry Wellness Center, Maryland HBCU Common Cause Student Club, BSU Black Girls Vote Student Club, and BSU Women's Forum host the inaugural Tunnel of Oppression: Diversity, Equity, Inclusion, and Social Justice Experiential Learning program. During the current academic year, over 200 faculty, staff, students, alumni, and community members participated in the Tunnel of Oppression. The Tunnel of Oppression is an interactive experiential learning program highlighting contemporary issues of oppression in our society. Tunnel of Oppression topics generally raises awareness about specific areas of oppression across identities and communities coupled with exploring opportunities for social change. Participants during the program focused police brutality, sexual assault, disability awareness, intersectionality (race, class, gender) as it relates to abortion rights/healthcare, voting rights, gender equality, affirming women in homeless shelters, and

progress women have made over the last century. A number of participants documented the experience as informative, inspiring, and useful for social justice awareness.

BSU Diversity Awareness Table Talks (ongoing) In an effort to celebrate diversity awareness month, the Office of Multicultural Programs and Services in partnership with the Office of Student Engagement and The Nursing Student Success Center in February 2023 hosted Diversity Awareness Table Talks. During the Diversity Awareness Table Talks participants had the chance to reflect on fast facts regarding the history of diversity awareness month in addition to civically engage with the Bowie State University community with writing a word of affirmation to women living in local homeless shelters. Moreover, participants learned upcoming general election information as well as voter registration. Lastly, at the Diversity Awareness Table Talks students made suggestions for DEISJ programs and initiatives for the upcoming academic year.

BSU Safe Space Program 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 the 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 of March 30, 2023 over 200 BSU community members are Safe Space trained and assist with ongoing LGBT+ programming during the academic year.

BSU Heritage Month Celebrations The Office of Multicultural Programs and Services observes the following theme months by offering events or activities to increasing understanding and appreciation within the campus community. January– Martin Luther King, Jr. Celebration, February– Black History Month, March– National Women’s History Month/ Irish Heritage, April– Asian/Pacific Islander Heritage Month, May- LGBTQ Pride Heritage Month, September– National Hispanic-Latino Heritage Month, October– National Disability Employment Awareness Month & Lesbian, Gay, Bisexual, and Transgender History Month, November– National Native American Heritage Month, December– Universal Human Rights Month.

Administration-Focused Initiatives

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

We achieve these objectives through our academic programming, faculty and staff training and student-centered activities and informational opportunities. We instill a culture of inclusion across the University:

- The Fall 2022 Student Leadership Institute included presentations on Title IX, communication etiquette, student conduct and multicultural services. Over 100 students attended the Institute.
- The Inaugural Diversity and Inclusion reception provided information to faculty, staff and students about services available to assist in fostering a more inclusive environment, and highlighted workshops that intentionally support international, LatinX, and LGBT+ students. This event was free to all attendees.

Faculty Focused Initiatives

Bowie State was the first institution in Maryland to offer a masters in Culturally Responsive Teacher Leadership program. To further our reach in developing educations that are culturally aware, this innovative program will also be available online beginning Fall 2023. The program explores education theory, effective curriculum, instruction and assessment practices, and intercultural competence in addressing civic, social, environmental and economic issues; models practices that support building culturally responsive school cultures, with specific skillsets for managing groups, teams and networks to promote change in culturally and linguistically diverse learning communities, incorporates research skills by analyzing, synthesizing and critiquing evidence of effective teaching, leading and learning, and encourages advocacy for equity in the teaching profession and underserved communities at the local, district and national levels.

The Center for Excellence in Teaching and Learning (CETL) again hosted its biannual Faculty Institute, which incorporates internal and external experts who share innovative instructional practices incorporating DEI. For example, a recent workshop, faculty learned from one another by sharing how they practice inclusion and equity in their courses, providing feedback on BSU's Diversity, Equity, and Inclusion Plan; developing recommendations for communicating inclusiveness to our students; and fostering ideas for how they can contribute to equity and inclusion for all at BSU. Faculty also participated in "Equity and Inclusion in Higher Education: Strategies for Teaching" presentation by Rita Kumar and Brenda Refaei for Drake Institute for Teaching and Learning at Ohio State University.

Additionally, the University offers initiatives and events through several campus-based resources, available to faculty, staff and students, focused on cultivating inclusion and offering resolution for conflict:

Office of Equity Compliance is responsible for investigating Equal Employment Opportunity, Title-IX, American with Disabilities Act (ADA), sexual misconduct, and other concerns of alleged discrimination on campus. The office also houses the 504 Coordinator who provides oversight of the university's compliance with student disability support services and reviews and recommends reasonable accommodations for employees and visitors.

Office of Multicultural Programs and Services operates as a hub for existing and new student organizations that further the interests of the diverse range of students, including African-Americans, women, Asian/Pacific Islanders, LGBTQIA, Hispanic-Latinos, Native Americans, and those with disabilities.

LGBTQIA Resource Center works with faculty, staff and students to increase awareness and affirmation of LGBTQIA individuals to reduce discrimination and harassment based on sexual orientation and gender identity. In addition, the center collaborates with faculty, staff, and students to develop programs to promote knowledge and awareness.

Center for Excellence in Teaching and Learning (CETL) supports the professional development of the teaching community at BSU. In addition to two annual institutes, the CETL provides workshops and seminars that focus on theories of education, application of successful teaching techniques, basic teaching strategies, distance education, and the use of new technologies.

Office of Planning, Analysis and Accountability (OPAA) provides decision support information to the campus community to promote continuous improvement and institutional effectiveness. OPAA integrates institutional and external data to inform student success strategies, resource allocation, enrollment management, and institutional strategic planning and performance.

Bowie State University and University of Maryland Social Justice Alliance was created to honor the legacy of BSU alumnus 2nd LT Richard Collins III and promote social justice on their respective campuses. Led by faculty experts from each university, the alliance is addressing critical issues facing campuses, communities, and the nation by engaging students and communities to bring about the social justice change desired by both institutions.

Section IV – Emerging Populations

We are focusing on recruiting and supporting veterans. In addition to training developed to provide information to veterans regarding health care, mental health and other benefits, we plan to develop a database for veterans to store and retrieve bio information for reporting purposes. We indicate in job postings that veterans specifically are encouraged to apply. We are also enhancing our Military Resource Center to provide greater visibility and access to resources for our student veterans.

Section V – Other Initiatives

In addition to the NSSE and Ruffalo Noel-Levitz student satisfaction surveys, Bowie State collects student feedback through student leadership meetings, focus groups, event feedback, and through informal feedback. The University routinely draws on this information to inform future projects, including the “Bias Check” training series described under “Staff Focused Initiatives”, creation of collaborative efforts to expose students to a variety of administrative and leadership opportunities, and support of new and standing infinity groups that represent the interests of specific student groups. An example is the revival of the Muslim Student Association, and pending creation of a Pregnant and Parenting Student Organization.

In addition to its host of awareness programs held throughout the year, we are proud of our annual Women’s event. The BSU Women’s Forum held its 5th anniversary Expo and activities empowering and supporting the professional and personal development of women on the campus and in the community

Appendix I

University's Cultural Diversity Plan

Bowie State University has, for the past 19 months, collaborated with its community to create the Diversity, Equity, Inclusion and Community Engagement Action Plan, a first of its kind for the University. The goal of this plan is to align the actions, programmatic and practical plans of each division with the goals and objectives in its *Racing to Excellence FY 2019 – FY 2024 Strategic Plan*. The plan will inform both the present day work of each division, and will span the next 5 years that includes the drafting of the University's next Strategic Plan.

As of March 2023, the 23 member task force completed more than 6 listening sessions with faculty, staff and students, and made opportunities available to its alumni to offer feedback on their experience and expectations of a diverse and inclusive BSU. Additionally, the BSU community participated in an extensive survey to capture data on who we are, and how we experience our campus. That information forms the basis of the working draft of the Action Plan completed in March 2023, and which is now circulating campus before its finalization in or about August 2023.

As noted in Section I, Goal 4 of the current Strategic Plan specifically focuses on enhancing the campus culture of diversity, inclusion and civic engagement. Strategic Plan Goal 4 objectives are listed below:

- 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 adopts a definition that went beyond race and ethnicity to include the numerous other characteristics that bring richness to our campus community.

BSU is aware that cultural diversity, in the context of this report, is considered the religious, ethnic, and racial identities, with a focus on creating a comfortable and welcoming environment in spaces where minorities in those protected classes may exist. As a Historically Black University, BSU believes the unique culture of its campus, its connection to the broader community, and its heritage of is beneficial to everyone who attends, educates, or otherwise works for Bowie State University. Accordingly, Bowie State is designing its next

strategic plan to supports and celebrates working and learning opportunities that a diversity of persons, thought, background, and protected characteristics within the context of our rich history.

Core Value of Inclusivity (2019)

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.

As noted, we anticipate completion of the University's DEI Plan in the coming months. In the interim, the statements below demonstrate our commitment to diversity, equity, and inclusion.

Equal Employment Opportunity Non-Discrimination Statement

Bowie State University shall not discriminate against any individual on the basis of race, color, religion, age, ancestry or national origin, sex, sexual orientation, disability, marital status or veteran status. All policies, programs, and activities of Bowie State University are and shall be in conformity with all pertinent Federal and state laws of nondiscrimination including, but not limited to: Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the Equal Pay Act of 1963, the Age Discrimination Act, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, Federal Executive Order No. 11375, and Article 49B of the Annotated Code of Maryland. This commitment applies in all areas and embraces faculty, staff, and students.

Equal opportunity of access to academic and related programs shall be extended to all persons. Bowie State University shall have as its firm objective equal opportunity in recruitment and hiring, rate of pay, all other promotions, training, retention and dismissals, for all employees and applicants for employment. The University will stress equal access for employees and applicants for employment to all programs and services provided by the University both on and off campus. The University will also provide equal opportunity and an atmosphere of nondiscrimination with respect to women and members of minority groups in all its operations. In addition, the University shall promote equal opportunity and equal treatment through a positive and continuing Affirmative Action Program.

The University makes, and will continue to make, reasonable accommodations to promote the employment of qualified individuals with disabilities and disabled veterans, unless such accommodations would impose an undue hardship on the University's business.

In addition, employees and applicants will not be subjected to harassment, intimidation, threats, coercion, or discrimination because they have engaged in, or may have engaged in, activities such as filing a complaint, assisting or participating in an investigation, compliance review or hearing, or opposing any act or practice made unlawful, or exercising any other right protected by Section 503 of the Rehabilitation Act of 1973, as amended or the Vietnam Era Veterans Readjustment Assistance Act of 1974, as amended.

COPPIN STATE UNIVERSITY



INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY REPORT GUIDANCE

Prepared for the
University System of Maryland Board of Regents

Submitted April 18, 2023



Institutional Programs of Cultural Diversity Report Guidance
Prepared for the University System of Maryland Board of Regents
Committee on Education Policy and Student Life
April 18, 2023

INTRODUCTION

Diversity, Equity, and Inclusion have evolved to be among the defining features of Coppin State University. It is the diversity of the students, faculty, and staff of Coppin State University that has been the source of creativity, student success, and innovative accomplishments throughout the institution's history since it was founded in 1900. Differences among race, ethnicity, gender identification, age, religion, language, abilities and disabilities, sexual orientation, socioeconomic status, and geographic region are at the core values of the institution. 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 diverse portfolio of experiences, it must seek to increase and maintain diversity among its students, faculty, and staff. Coppin has consistently demonstrated a compelling interest in ensuring that people from all backgrounds perceive that access to 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, preparing them to participate in an increasingly complex and global society.
- Ideas, and practices based on those ideas, can be made richer by 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 indeed incorporates diversity thus can promote mutual respect and make possible the whole, 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 (DEI 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 program's activities and strategies it supports to ensure that diversity and inclusion education and awareness continuously facilitate the removal of barriers to the recruitment, retention, and advancement of talented students, faculty, and staff from historically underrepresented 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 multigenerational 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.”

SECTION 1: SUMMARY OF PLAN FOR IMPROVING CULTURAL DIVERSITY

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 cultural differences and circumstances. The differences 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, like 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 diverse among its students, faculty, and staff.

CSU enrolls 1,757 undergraduates and 249 graduate students for a total enrollment of 2,006. The institution has a second-year retention rate of 59% and a six-year graduation rate of 22%. The average age of all students is 26, and of those students, 41% are from Baltimore City alone, and 66% are from Baltimore City and Baltimore County. The remaining students are from surrounding states such as Pennsylvania, New York, New Jersey, Virginia, and the District of Columbia.

CSU achieves and supports cultural diversity through strategic programming related to the inclusion of those racial and ethnic groups and individuals who 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.”

The Cultural Diversity Plan

Coppin State University’s Cultural Diversity, Equity, and Inclusion Plan is a living document that aligns with the institution’s strategic priorities, which is inclusive of increasing enrollment and enhancing the student experience. The plan will be revised to coincide with the university’s strategic plan goals, which is projected to undergo revisions throughout the spring semester of 2023. Each year, the academic and administrative units provide an update related to the institution’s priorities, which align with the institution’s diversity and inclusion goals. University strategic goals related that support diversity and inclusion are aligned to and include the following:

- **Goal 1 - Become a University of Choice**
- **Goal 2 - Improve the Holistic Development and Completion Rates of Our Students**
- **Goal 3 - Strengthen Our Brand and Reputation as a Leader in Urban Higher Education**

- **Goal 4 - Become a Greater University at Which to Work**
- **Goal 5 - Enhance Our Teaching and Research Excellence**

Measures and Projected Outcomes for Enrollment

As it relates to the revised strategic goals, the institution will examine various measures related to increasing diversity and inclusion. As it relates to enrollment, retention, and graduation, plans to improve all the rates are currently in progress. Success has been realized as Coppin has maintained a solid 2-year retention rate and has increased its 6-year graduation rate significantly by six percentage points. However, there is a major initiative in progress that involves the president’s six-point enrollment plan. The impact of the plan is expected to have positive results on diversity, equity, and inclusion, and ultimately, student success.

Coppin State University’s Enrollment Plan Coppin States University developed a six-point enrollment plan conducting a comprehensive analysis of enrollment data. The review included an examination of primary markets, which includes undergraduate, graduate, and transfer students. The six-point enrollment strategy is a multi-year plan to guide Coppin’s efforts to enhance recruitment, retention, community relations, and student success. Coppin will continue to operationalize and evaluate its plan by:

- Expanding enrollment goals by geographic markets (in/out of state), student academic parameters, and school board/systems MOU agreements; and by
- Aligning resources strategically to achieve desired enrollment goals by utilizing HBCU settlement funds and CSU need-based funds to create scholarships and mitigate financial barriers of recruitment and enrollment. Finally, CSU continues to partner with the Information Technology Division to assess and examine how to best leverage technology.

Essential to enrollment growth is retention. In March 2023, the University officially opened all remaining units within the new Eagle Achievement Center (EAC). The Center will provide essential services such as advisement, veterans affairs, student accessibility, career services, diversity, equity, and inclusion activities, counseling, and other essential student support services.

Description of Metrics and Plan Process for Enhancing Diversity

A part of the university’s strategic planning process requires the campus leadership, which includes the President and Cabinet, to review KPIs related to metrics related to the institution’s strategic goals. Those metrics, which also include several measures that impact diversity and inclusion, are a part of the review process and other standards and are used for improvement by campus administrators. In addition, 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 to support programs with selected metrics, so they do not fall short of unit-level or institutional goals.

Key personnel also serve on the Diversity and Inclusion Committee, including the Assistant Vice President for Planning and Assessment and the Director of Sponsored Research and Programs.

As a sample measure, the committee met in the fall of 2022 to discuss options for increasing fundraising and other financial gifts to support scholarly research and activities to produce a more significant share of graduates and scholars of minority descent. The committee will continue to meet twice a semester or as recommended by the administration.

Other key metrics to be reviewed twice a semester by the DEI Committee include the following:

- Retention and Graduation Rates. The institution regularly monitors the 2nd year retention rates and 6th year graduation rates for all students disaggregated by race/ethnicity.
- Student Assessment of Experience. This is conducted via the National Survey of Student Engagement (NSSE), which provides a snapshot of several metrics. Key to DEI include a welcoming institutional environment and metrics related to the number of interactions with diverse faculty.
- Race/Ethnicity of students, faculty, and staff. These data are collected annually and provide the number and percentage of each group by male and female.
- Enrollment by dual enrollments, new freshmen, continuing students, including grad students, and transfers.

These metrics are monitored to ensure that goals within the implementation plan align with the university's strategic goals are being met.

SECTION 2: DESCRIPTION OF ACTIVITIES TO INCREASE DIVERSITY

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:

Student Initiatives

- **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 can hold 600 students annually who have opportunities for participation.
- **Curricular Requirements.** Each year, through Freshman Seminar, first-year students are afforded several opportunities to know the University's climate and how they may become contributors on a variety of 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 it during in-class lecture sessions.
- **LGBTQ Initiatives** – The university continues to provide several programs and services for members who self-identify as part of the LGBTQ community. Activities are continuously woven throughout the curriculum at Coppin. For example, faculty and staff members regularly hold brown bag seminars and hosts events within the resident halls and in classroom space on topics of interest to certain individuals. The events are well-attended. Additionally, faculty send out notices regarding information sessions and

activities to be held on campus. Several of these faculty members are on the committee to explore the design and implementation of a Center for Diversity, Equity, and Inclusion on campus.

- **Summer Academic Success Academy (SASA)** - The Summer Academic Success Academy is an intensive, six-week campus-based residential program that prepares students to 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. The Summer Academic Success Academy enrolls students from multiple varied socioeconomic backgrounds. It provides them with opportunities to engage with faculty, staff, and administrators from various racial and ethnic compositions and those who have diverse instructional and research experiences. SASA was not held last year due to the COVID-19 pandemic as this is traditionally a campus-based initiative and residential cohort program.
- **Eagle Achievement Center (EAC)**. The EAC is a new learner-centered initiative that will contribute to all students' recruitment, retention, and graduation efforts on campus. Students are consistently involved in activities and have direct contact with various support services, including professional and peer academic coaching, math, and writing centers, mentoring, intrusive advising, and establishing freshman and sophomore learning communities. The EAC also provides expanded services to support students' participation in internships and other activities directly related to career support and development.

Faculty Initiatives

- **Faculty Recruitment.** Coppin's unique geographic location within the Baltimore City limits makes it an attractive environment for faculty to have careers in an urban setting while focusing 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 can reach remote areas. A recent survey conducted by ModernThink informed the university of the need to continue monitoring and increasing efforts for faculty who want to enhance engagement in DEI-related initiatives.
- **Diverse Academic Program Inventory.** The university currently has 62 academic programs, some of which are offered fully online, while others are face-to-face or hybrid modalities. There are 33 bachelor's, 14 master's degrees, 14 certificates, and one doctoral program. Faculty are being recruited to assume the positions of other faculty who are no longer at the institution due to retirements or other types of separations. The program inventory is not only increasing in its attractiveness and ability to serve a diverse set of students but also to faculty who want to seek employment at Coppin within the current and new academic programs. In addition to the degree programs, new articulation agreements have been formed with several higher education institutions, such as with Anne Arundel Community College promoting a smooth transition into Coppin's programs in Criminal Justice, Social Science, and Sociology programs; with Johns Hopkins Hospital for placement of Nursing students in clinicals; partnership with

Kennedy Krieger Institute to support Social Work majors with placement in practicum and internships; updated Articulation Agreements with BCCC for Business and Nursing; Affiliation Agreement Med Star Health to support students in health care, a new partnership with University of Maryland, Baltimore on Maryland Higher Education Commission Collaborative.

- **Online Training to Expand Student Access.** With the assistance of the USM Kirwan Center for Academic Innovation, faculty members were able to receive support for delivering courses in a virtual modality, which included course design and support for virtual labs using Labster. While the university was already making use of some of these platforms, they were new to most faculty who requested training.

Staff and Administrator Initiatives

- The Office of Human Resources (HR) offers a variety of workshops to all segments of its personnel that support cultural diversity and inclusion. These workshops are offered regularly and are available to all campus community members at least twice per year. Workshops include sensitivity training, managing diverse staff members, customer service, and conflict resolution. The workshops are conducted with the Information Technology Division, Academic Affairs, and Finance and Administration.
- **Professional Development for Staff and Administrators** 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:
 - Training 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 including microaggressions, discrimination, and finding their voice.
 - The Office of Human Resources works collaboratively with Humanim, a non-profit organization that 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 that are 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 encourages students to become leaders within the community. The Annual Martin Luther King, Jr. Day is a speaker series and recognition ceremony open to the campus and the local community. The event recognizes leaders who have made noteworthy contributions to diversity. There are also annual town halls 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.

SECTION 3 - DESCRIPTION OF EFFORTS TO INCREASE POSITIVE INTERACTIONS AND CULTURAL AWARENESS

Diversity, Equity, and Inclusion Committee

The Diversity, Equity, and Inclusion Committee at Coppin State University is a university-wide committee charged with the annual collection and reporting of DEI-related programs and initiatives. Each year, the committee solicits data and information from sources such as the Office of Institutional Research and critical units, which have representation. Key representatives are from the Office of Human Resources, the Assessment Office, Institutional Research, Housing, Student Activities, Sponsored Programs and Research, and Academic Affairs. The committee meets twice a semester to assess progress towards initiatives described in the annual USM report and, where necessary, makes recommendations to the campus.

The committee also participates completing and disseminating of the annual USM report on Cultural Diversity initiatives.

Special DEI Committee for the Creation of a Center

The Office of the President and Office of the Provost & Vice President for Academic Affairs collaborated in AY 2021 to appoint a special committee to provide guidance on the creation of a Center for Diversity, Equity, and Inclusion. The committee is comprised of faculty who were appointed to provide research and determine the feasibility of such a center. Since fall semester of 2021, the committee has conducted necessary research that includes more detailed descriptions and definitions of diversity, equity, and inclusion, definitions for the campus community, a description of the center to be created, and roles and responsibilities of key players, and a proposed budget for conducting its work. The center will play a vital role in its students' recruitment, retention, and graduation and contribute to a campus climate where essential constitutions such as students, faculty, staff, and administrators may be positively impacted.

SECTION 4: DESCRIPTION OF EMERGING POPULATIONS

The university has noted that an emerging group in which to pay close attention is minority women. While the institution enrolls a lower count of male students, female students have always had the larger share of headcount enrollment at Coppin. Typically, the mix of male to female students is 25% to 75% respectively. This number has been consistent over the past ten years. Therefore, the university recognizes opportunities to create special support programs for the predominant amount of female students such as expanding childcare functions, enhancing academic leadership and opportunities among students, and finally, direct enrollment efforts on growing this viable student population.

APPENDIX I.

CSU CULTURAL DIVERSITY PLAN AND INCLUSION STATEMENT

Diversity, Equity, and Inclusion Statement

(Adopted 2019)

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 various personal experiences, values, and worldviews that arise from cultural differences and circumstances. Such differences, 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, like an urban, Historically Black College/University (HBCU), is to serve the interests of the State of Maryland by producing top graduates with a diverse portfolio of experiences, it must seek to increase and maintain diversity among its students, faculty, and staff. Coppin has consistently demonstrated a compelling interest in ensuring that people from all backgrounds perceive that access to 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 institution 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, preparing them to participate in an increasingly complex and global society.
- Ideas, and practices based on those ideas, can be made richer by 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 indeed 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 (DEI 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 program's activities and strategies it supports to ensure that diversity and inclusion education and awareness continuously remove of barriers to the recruitment, retention, and advancement of talented students, faculty, and staff from historically underrepresented 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 multigenerational student population, provides innovative educational opportunities, and

promotes lifelong learning. The university fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development.”

CSU Diversity Implementation Plan – AY 2022-2023

I. Implementation Plan and Strategy for Meeting Goals

Timeline: 2020-2025

Coppin State University’s Cultural Diversity, Equity, and Inclusion Plan is a living document that aligns with the institution’s strategic priorities, which is inclusive of increasing enrollment and enhancing the student experience. The plan will be revised to coincide with the university’s strategic plan goals, which is projected to undergo revisions throughout the spring semester of 2023. Each year, the academic and administrative units provide an update related to the institution’s priorities, which align with the institution’s diversity and inclusion goals. University strategic goals related that support diversity and inclusion are aligned to and include the following:

- **Goal 1 - Become a University of Choice**
- **Goal 2 - Improve the Holistic Development and Completion Rates of Our Students**
- **Goal 3 - Strengthen Our Brand and Reputation as a Leader in Urban Higher Education**
- **Goal 4 - Become a Greater University at Which to Work**
- **Goal 5 - Enhance Our Teaching and Research Excellence**

Measures and Projected Outcomes for Enrollment

As it relates to the revised strategic goals, the institution will examine various measures related to increasing diversity and inclusion. As it relates to enrollment, retention, and graduation, plans to improve all the rates are currently in progress. Success has been realized as Coppin has maintained a solid 2-year retention rate and has increased its 6-year graduation rate significantly by six percentage points. However, there is a major initiative in progress that involves the president’s six-point enrollment plan. The impact of the plan is expected to have positive results on diversity, equity, and inclusion, and ultimately, student success.

Coppin State University’s Enrollment Plan Coppin States University developed a six-point enrollment plan conducting a comprehensive analysis of enrollment data. The review included an examination of primary markets, which includes undergraduate, graduate, and transfer students. The six-point enrollment strategy is a multi-year plan to guide Coppin’s efforts to enhance recruitment, retention, community relations, and student success. Coppin will continue to operationalize and evaluate its plan by:

- Expanding enrollment goals by geographic markets (in/out of state), student academic parameters, and school board/systems MOU agreements; and by
- Aligning resources strategically to achieve desired enrollment goals by utilizing HBCU settlement funds and CSU need-based funds to create scholarships and mitigate financial

barriers of recruitment and enrollment. Finally, CSU continues to partner with the Information Technology Division to assess and examine how to best leverage technology.

Essential to enrollment growth is retention. In March 2023, the University has plans to officially open all remaining units within the new Eagle Achievement Center (EAC). The Center will provide essential services such as advisement, veterans affairs, student accessibility, career services, diversity, equity, and inclusion activities, counseling, and other essential student support services.

Other strategies, activities, and programs follow:

Strategic Use of Institutional Aid/Tuition Differential

The university received additional need-based institutional aid from the State in FY 23. The strategic use of the aid impacted students enrolled at Coppin State University by allowing them to cancel or decline large student loans, register early for the winter-semester, advancing their degree completion. Also, the funds supported students with transportation, housing, and personal needs. The total dollar amount awarded to 67 new and continuing students to date is \$536,000.00. Any remaining dollars will be used to support student progression-related initiatives at the institution. Consistency with Capital Planning Reporting Coppin State's Capital Planning Department solicits enrollment data from the Institutional Research Department as part of the annual process to complete the annual Space Guidelines Application Program (SGAP) submission. This ensures that the enrollment projections in the SGAP submission are consistent with Coppin State's annual 10-year enrollment projections submitted to the University System of Maryland.

Regional Centers Growth

CSU has an agreement in place with the University System of Maryland (USM) Hagerstown to offer the B.S. in Sport Management and the B.S. in Health Information Management. Plans are in progress to offer additional programs at the Centers. The College of Business has been collaborating with Southern Maryland to offer the B.S. in Data Science, which is currently receiving internal and external approvals from both agencies. Although it is likely the program will be approved during the current academic year, the impact on CSU's enrollment is likely to occur during the spring 2024 and fall 2024 semesters, in part, due to marketing, recruitment, and finalizing administrative procedures.

The collection of strategies, activities, and programs are expected to have a positive impact on enrollment growth over the next ten years as the university anticipates growth will occur across all levels of the student body as investments are made to support students' success. Alignment to the USM's Strategic Plan In support of the USM's Strategic Plan, Coppin State is committed to the following:

USM Strategic Plan Goal 1.1 - Attracting, retaining and graduating more Maryland students at the undergraduate and graduate level. CSU is committed to regaining, stabilizing, and growing our in-state and out-state freshman, transfer, and graduate student numbers as articulated demonstrated in our projections. Retention of existing students and recruitment of new students are essential elements of its recruitment strategies.

USM Strategic Goals 2.1 and 2.2 - Increasing enrollment and improving transfer pathways. Coppin continues to promote transfer pathways by building upon existing and adding new articulation agreements. For example, an arrangement with CCBC allows guaranteed admissions for students who meet the criteria and as a result, go on to graduate with an associate degree. Also, since the inception of the Transfer Success act, additional agreements are in progress. Finally, the use of Quotly addresses processes, barriers, and the enrollment process for incoming transfer students.

USM Strategic Goals 3.2 & 3.3 - Expanding the number of graduates in fields critical to Maryland's economy -- STEM, Cyber, Teaching, and Health Care; and diversifying and strengthening Maryland's knowledge workforce. The USM Board of Regents Committee on Education Policy and Student Life recommended to the full Board, approval of a new B.S. in Cybersecurity Engineering. The program is expected to be implemented fall 2023.

USM Strategic Goals 5.1 & 5.6 - Increasing the diversity of our students while also ensuring that USM's HBCUs have an ambitious set of enrollment management and student success strategies. Coppin State will remain committed to growing the campus community in a way that promotes inclusion and diversity. Core to its history and mission, Coppin's projections reflect growth in attracting, retaining, and graduating diverse, aspiring students. Furthermore, the institution is favorably reviewing a proposal to create a Center for Diversity, Equity, and Inclusion.

Second-Year Retention and Six-Year Graduation Rates

Cohort Year	Cohort Size	Retention Rates			Graduation Rates			Enrolled
		2nd Year (N)	3rd Year (N)	4th Year (N)	4-Years or Less (N)	5-Years or Less (N)	6-Years or Less (N)	7th Year
2016	383	66% (254)	44% (167)	36% (138)	9% (34)	16% (63)	22% (83)	4% (17)
2017	383	63% (242)	47% (180)	39% (149)	9% (36)	20% (77)	.	.
2018	389	70% (272)	50% (195)	38% (148)	10% (39)	.	.	.
2019	428	65% (277)	44% (189)	34% (145)	0% (.2)	.	.	.
2020	291	57% (166)	39% (114)	.	.	.	.	.
2021	172	59% (101)	.	.	.	.	.	.
2022	332	.	.	.	.	.	.	.

CSU Office of Institutional Research, April 2023

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

To achieve for 2022-2023 retention rates of:

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

To achieve for 2022-2023 graduation rates of:

- Four- Graduation Rate = 14%
- Six-Year Graduation Rate = 33%*
(USM, 2021 provides a 31% rate; Institution provides a rate of 30%)

USM 10-Year Enrollment Projections Fall 2022 – Fall 2032

Fall Headcount Projections													
Fall Student Data	Actual											Change From Fall 2022 - Fall 2032	
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	Number	Percent
Headcount Total	2,006	2,100	2,163	2,271	2,339	2,410	2,482	2,557	2,632	2,711	2,793	787	139.2%
Undergraduate Total	1,757	1,839	1,894	1,989	2,049	2,111	2,174	2,239	2,306	2,375	2,447	690	139.3%
Full-time	1,335	1398	1439	1511	1557	1604	1652	1701	1752	1805	1859	524	139.3%
Part-time	422	441	455	478	492	507	522	538	554	570	588	166	139.3%
Grad./First Prof. Total	249	261	269	282	290	299	308	318	326	336	346	97	139.0%
Full-time	75	79	81	85	87	90	93	96	98	101	104	29	138.7%
Part-time	174	182	188	197	203	209	215	222	228	235	242	68	139.1%
FTDE or FTNE Students	1,332	1,395	1,437	1,508	1,554	1,600	1,648	1,698	1,749	1,801	1,855	523	139.2%

FISCAL YEAR Full-Time Equivalent (FTE)													
	Est.											Change From FY 2023 - FY 2033	
	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	Number	Percent
Total University FTE Students	1,637	1,713	1,765	1,853	1,908	1,966	2,025	2,085	2,148	2,212	2,279	642	139.2%
Subtotal FTE University Centers	0	0	0	0	0	0						0	
U at Shady Grove FTE												0	
Hagerstown FTE												0	
Southern Maryland FTE												0	
Towson University Northeast (TUNE)												0	
Other (Please Specify)												0	

FISCAL YEAR Enrollment Targets													
	Est.											Change From FY 2023 - FY 2033	
	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	Number	Percent
Total New Students (Credit Only)**	877	904	948	978	1,006	1,036	1,067	1,100	1,132	1,166	1,201	324	136.9%
New Graduate Students	77	80	83	86	88	91	94	97	99	102	105	28	136.4%
New First-time, Full-time UG	421	434	455	469	483	498	512	528	544	560	577	156	137.1%
New MDCC Transfer Students UG	233	240	252	260	267	275	284	292	301	310	319	86	136.9%
New Other Transfer Students UG	52	53	56	58	60	61	63	65	67	69	71	19	136.5%
New Other UG Students (Specify)	94	97	102	105	108	111	114	118	121	125	129	35	137.2%
New Other Graduate (Specify)												0	
Other (Please Specify)												0	

Office of Institutional Research, 4/2023

Measures and Projected Outcomes for a Welcoming Environment

The institution will examine various 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 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

Race / Ethnicity	Base: 2008-2009				2020-2021				2021-2022				2022-2023			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
A.A./Black	3473	85.70%	722	2751	1,899	90.39%	385	1,514	1,720	81.87%	361	1,359	1,607	80.11%	331	1,276
Am. Ind. Alaska Native	4	0.10%	2	2	6	0.29%	1	5	7	0.33%	1	6	7	0.35%	2	5
Asian	10	0.20%	0	10	7	0.33%	1	6	8	0.38%	3	5	10	0.50%	3	7
Hisp./Lat.	17	0.40%	8	9	75	3.57%	23	52	52	2.48%	15	37	55	2.74%	17	38
White	90	2.20%	25	65	40	1.90%	21	19	34	1.62%	16	18	24	1.20%	11	13
Nat. Am. Pac. Islander	0	0.00%	0	0	1	0.05%	0	1	2	0.10%	0	2	2	0.10%	0	2
Two or More Races	0	0.00%	0	0	70	3.33%	23	47	55	2.62%	18	37	33	1.65%	15	18
Foreign	0	0.00%	0	0	215	10.23%	64	151	171	8.14%	53	118	185	9.22%	61	124
Not Identified	457	11.30%	139	318	35	1.67%	7	28	52	2.48%	19	33	83	4.14%	26	57
TOTAL	4051	100%	896	3155	2348	112%	525	1823	2101	100%	486	1615	2006	100%	466	1540

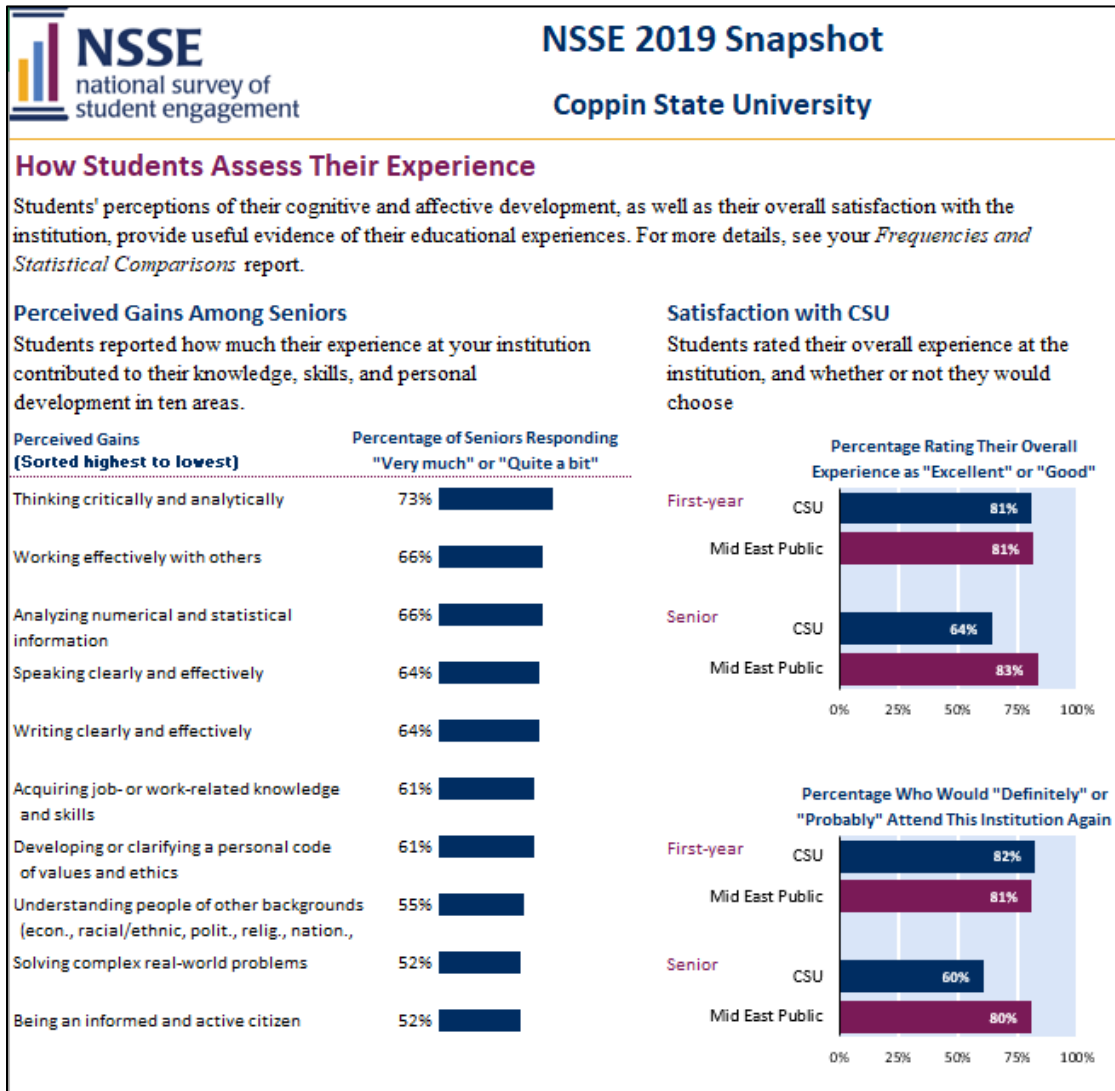
Faculty Diversity Comparisons – Race / Ethnicity

Race / Ethnicity	Base: 2008-2009				2020-2021				2021-2022				2022-2023			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
A.A./Black	410	92%	148	262	177	79.73%	60	117	162	72.97%	57	105	162	75.70%	55	107
Am. Ind. Alaska Native	0	0%	0	0	1	0.45%	0	1	1	0.45%	0	1	0	0.00%	0	0
Asian	13	3%	9	4	17	7.66%	10	7	17	7.66%	10	7	16	7.48%	10	6
Hisp./Lat.	2	0%	1	1	3	1.35%	2	1	3	1.35%	2	1	3	1.40%	3	0
White	20	4%	12	8	32	14.41%	25	7	26	11.71%	19	7	20	9.35%	17	3
Nat. Am. Pac. Islander	0	0%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0
Two or More Races	0	0%	0	0	3	1.35%	2	1	3	1.35%	2	1	3	1.40%	2	1
Foreign	0	0%	0	0	10	4.50%	6	4	10	4.50%	5	5	10	4.67%	6	4
Not Identified	2	0%	0	2	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0
TOTAL	447	100%	170	277	246	100%	104	142	222	100%	95	127	214	100%	93	121

Staff Diversity Comparisons – Race / Ethnicity

Race / Ethnicity	Base: 2008-2009				2020-2021				2021-2022				2022-2023			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
A.A./Black	241	80%	91	150	262	80.86%	90	172	268	82.72%	88	180	250	80.91%	84	166
Am. Ind. Alaska Native	0	0%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0
Asian	13	4%	10	3	15	4.63%	10	5	16	4.94%	11	5	14	4.53%	8	6
Hisp./Lat.	1	0%	0	1	6	1.85%	4	2	7	2.16%	4	3	8	2.59%	3	5
White	37	12%	27	10	25	7.72%	16	9	26	8.02%	15	11	28	9.06%	18	10
Nat. Am. Pac. Islander	0	0%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0
Two or More Races	0	0%	0	27	3	0.93%	1	2	1	0.31%	1	0	3	0.97%	1	2
Foreign	0	0%	0	0	7	2.16%	5	2	6	1.85%	4	2	6	1.94%	4	2
Not Identified	0	0%	4	4	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0

National Survey of Student (NSSE) Survey Results



A part of the university's strategic planning process requires the campus leadership to review KPIs related to metrics in the plan. This process remains unchanged for 2023. 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 recommends to the campus administration support programs

with selected metrics, so they do not fall short of unit-level or institutional goals.

Key personnel also serve on the Diversity and Inclusion Committee, including 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 to produce a more significant share of graduates and scholars of minority descent. The committee will continue to meet twice a semester or as recommended by the administration.

FROSTBURG STATE UNIVERSITY



One University. A World of Experiences.

**Cultural Diversity Program
Annual Progress Report 2022-2023
Prepared by the Office for Diversity,
Equity, and Inclusion**

April 2023

Submitted to the:

University System of Maryland

2022-2023
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY
ANNUAL PROGRESS REPORT

Institution: Frostburg State University

Date Submitted: April 10, 2023

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This report follows the University System of Maryland guidelines for the 2022-2023 Annual Progress Report on Frostburg State University's Cultural Diversity Program:

- Section 1: A Summary of the Institution's Plan to Improve Cultural Diversity
- Section 2: A Description of Efforts to Increase the Numerical Representation of Multiple Traditionally Underrepresented Groups
- Section 3: A Description of Efforts Designed to Create Positive Interactions and Cultural Awareness Among Students
- Section 4: A Description of Emerging Populations that are Currently Underrepresented in Higher Education
- Section 5: If needed, a description of other initiatives that are central to the cultural diversity plan that are not captured in Sections 2, 3, and 4

- Appendix 1: Frostburg State University's Cultural Diversity Plan
- Appendix 2: USM Addendum

Section 1: A Summary of Frostburg State University's Plan to Improve Cultural Diversity

Frostburg State University's Cultural Diversity Plan (see Appendix 1) is currently under review and will be updated by the beginning of AY 2023-2024. As part of this update, the University Council on Diversity, Equity, and Inclusion (UCDEI) has developed a ten-goal plan (see below), which was approved by the President's Executive Cabinet in 2021, builds upon previously existing initiatives, and provides suggestions for additional initiatives to continue to improve cultural diversity on campus. The UCDEI has been tasked with selecting five action priorities to address each year in an effort to meet these annually reviewed and updated goals by AY 2024-2025.

In AY 2022-2023, the UCDEI formed five work groups, each tasked with addressing one of the goals. Other stakeholders are included in the implementation process, as appropriate. The individual working groups meet as needed to implement their goal, and the full council meets monthly to report on progress and make adjustments, as necessary. The full council holds a retreat in January and August to re-evaluate progress on previously established goals and determine what steps need to be taken to complete any goals that were not achieved by the established due date (i.e., June 30th each academic year). At the end of each academic year, a report on progress is submitted to the university's governing bodies and the President's Executive Cabinet. The end-of-year report is then posted to the UCDEI [webpage](#).

Goal One: Acknowledge the Past and Revisit History to Prevent Future Institutional Racism

Action Priorities:

- Continue research on the Brownsville community, archive findings in the FSU Ort Library, and exhibit them in the Adams Wyche Multicultural Center (AWMC).
 - *Progress:* Students in the Introduction to African American Studies course began conducting researching during the spring 2023 semester, with students from other departments (e.g., English and History) who have been part of the process in previous semesters. UCDEI is also working with some of the Brownsville community descendants to retain a forensic historian.
- Renovate the Brownsville Community Lincoln School building and create the AWMC, which will showcase art that captures the history of the Brownsville community.
 - *Progress:* Interior renovations were completed in the spring of 2023 and exterior renovations will commence in the summer of 2023. A ribbon cutting ceremony is scheduled for May 2023 and the building will be ready for occupancy beginning in the fall of 2023. The AWMC will serve as a centrally located facility for the development and expansion of innovative and meaningful life experiences for all students at Frostburg State University. Its programs are intended to enhance cultural diversity on campus, in the community, and in the region.
- Compile data on the desegregation efforts started in 1969, when Frostburg State University hired Mr. William and Mrs. Atkinson.
 - *Progress:* Students in an African American Studies course began research in the spring of 2023. The project will culminate in the spring of 2025.

- Develop a land acknowledgement statement for the FSU campus, to be submitted to the President's Executive Cabinet for approval in the fall of 2023.

Goal Two: Lift Minoritized Voices

Action Priorities:

- Conduct periodic campus climate surveys and focus groups.
 - *Progress:* A campus climate survey and focus groups were conducted in the fall of 2020. The survey will be re-administered, and focus groups will continue on a periodic basis.
- Identify and publish action plans, based on the results of the 2020 campus climate survey.

Goal Three: Continue to Prevent Racism in the Campus Culture

Action Priorities:

- Review data from existing plans and identify areas in need of improvement.
- Build action steps, based on results of the 2020 campus climate survey.
- Confer with the Office of Human Resources to determine if bias complaints are addressed in the annual employee evaluation process.
- Improve student services by identifying ways to accommodate English as a Second Language (ESL) students and families.
- Provide workshops for faculty and staff addressing topics such as biases, microaggressions, and how to build increasingly inclusive curricula.
 - *Progress:* workshops have been conducted both virtually and in-person for faculty, staff, and students, and will continue to be offered annually.
- Provide additional equity and inclusion leadership training to faculty, students, and staff.
- Provide additional faculty training regarding required accommodations for student with disabilities.

Goal Four: Critically Examine Student Conduct and Discipline Data

Action Priorities:

- Review student conduct and discipline data, highlighting any areas of concern.
- Provide bias training for staff completing student conduct referrals, including appropriateness of reporting to police to raise awareness.
- Create a hate/bias response team.

Goal Five: Diversity and Inclusion in Campus Policing

Action Priorities:

- Encourage alumni to apply for FSU police department positions.
- Encourage additional professional development opportunities.

Goal Six: Devise a Comprehensive Strategy for Commitment to Preventing Racism

Action Priorities:

- Incorporate UCDEI and other DEI initiatives into employee's daily responsibilities.
- Review and make more specific UCDEI's mission, vision, and core values.
- Add diversity and inclusion as an action item in the University's Strategic Plan.
- Further incorporate diversity and inclusion into professional development opportunities.
- Promote the Adams Wyche Multicultural Center as a place for all groups to grow their cultural competence.

Goal Seven: Establish a Black History Resource Center

Action Priorities:

- Develop a plan for sharing and communicating student and staff histories, organizations, and artistic expressions.
- Include A Black History Resource Center in the design of the Adams Wyche Multicultural Center.

Goal Eight: Disaggregate Student Success Data to Improve Minority Student Persistence

Action Priorities:

- Explore the feasibility of hiring an external reviewer to disaggregate student success data in an effort to improve upon minority student retention and graduation rates.

Goal Nine: Engage in Intrusive Outreach to Students of Color

Action Priorities:

- Incorporate intrusive communication/learning initiatives with the campus community into the Adams Wyche Multicultural Center's mission and goals.
- Develop procedures for reporting, investigating, and responding to hate/bias complaints as part of the Adams Wyche Multicultural Center's objectives.

Goal Ten: Build a Cultural Commitment to Eliminating Racism

Action Priorities:

- Include diversity and inclusion trainings as part of employees' annual evaluation goals.
 - *Progress:* Completion of required workshops and training were first included in annual evaluations and reflected with merit pay in 2022.
- Demonstrate institutional commitment to and investment in the Adams Wyche Multicultural Center.

Section 2: Description of Efforts to Increase Frostburg State University's Numerical Representation of Traditionally Underrepresented Groups

Students

In the spring of 2022, Frostburg developed a Strategic Enrollment Plan that focuses on efforts to engage campus stakeholders in improving the recruitment of Latino students. Additionally, efforts were made to identify and reduce barriers to admission (e.g., application fees) for underrepresented populations. As part of these efforts, FSU participated in the Common App Direct Admission pilot program.

Administrative staff and faculty

The Office of Human Resources has worked closely with each of the three colleges and various departments/divisions on campus to not only recruit but also retain traditionally underrepresented groups among faculty and staff. One such effort was a collaboration with the College of Business to hold the annual Employee Development and Leadership Series for FY 2023 with a cohort of nine (9) staff members who met monthly for leadership and development sessions. This initiative has proven instrumental in furthering employee advancement into leadership roles/ positions and increasing employee morale/ satisfaction. A fundamental goal of this program is to build the skills required to manage and lead an increasingly diverse workforce and assist in fostering an inclusive workplace environment characterized by fairness, understanding, and mutual respect and civility.

Section 3: Frostburg State University's Efforts Designed to Create Positive Interaction and Cultural Awareness Among Students, Faculty and Staff on Campus

Faculty and staff training programs

Faculty were encouraged and staff were required to complete *LinkedIn Learning* DEI modules (six for non-supervisory employees and nine for supervisors) covering a variety of topics, including *Leading Inclusive Teams*, *Unconscious Bias*, *Skills for Inclusive Conversations*. Additional training is offered through the Office of Human Resources and the Center for Teaching Excellence throughout the year.

Open to all campus community members, the Office of Diversity, Equity, and Inclusion coordinates the National Coalition Building Institute (NCBI) two-and-a-half day training on *Leadership for Diversity* every two-to-three years. The train-the-trainer session consists of a series of incremental, experiential activities that fine-tune the leadership skills necessary to build inclusive environments and increase cultural competence. Participants also learn the NCBI *Controversial Issue Process*, which

demonstrates how to move hotly contested issues forward by listening to the heartfelt concerns on all sides and reframe the debate in a way that builds bridges and does not divide. The training was last offered in April 2022, with a total of 37 participants and two facilitators. Additionally, the ODEI has worked with the Office of Human Resources to provide workshops and training on inclusive leadership to employee development leadership cohorts (approximately 11 participants).

Curricular initiatives that promote cultural diversity in the classroom

In addition to previously existing initiatives, two new curricular programs were approved in AY 2022-2023: a Social Justice track in the Philosophy major and a Diversity and Leadership upper division certificate in the College of Business' Diversity and Management minor.

Co-curricular programming for students

There continue to be numerous opportunities for students to engage in co-curricular activities and programming that provide positive interaction and cultural awareness for students. During the AY 2022-2023 the annual Leadership Retreat and Social Justice Summit provided opportunities for students to engage with faculty and staff during an intense weekend experience to increase awareness surrounding issues of diversity, equity, and inclusion. Students were encouraged to develop action plans to assist them in being agents of positive change on campus. "Times Talks" - a bi-weekly session involving students, faculty, and staff - examines a selected article from the New York Times and provides participants with the opportunity to engage in dialogue around "hot topics". When participants of diverse points of view share their thinking, it allows all participants to utilize skill sets and engage effectively in difficult conversations in a civil manner that demonstrates respect and appreciation for diversity of thought. These sessions in the fall and spring semesters are led by staff from the Office of Civic Engagement; the Office of Diversity, Equity, and Inclusion; and the executive director of the J. Glenn Beall Jr. Institute for Public Affairs. Between February 2022 and February 2023, 14 in-person and three virtual sessions were offered.

Each winter break, a diverse group of students (including members of the President's Leadership Circle) volunteer to travel and help rebuild a community in need of significant help. Previous examples include trips to Louisiana, Texas, and New Jersey to help with rebuilding efforts following devastating storms. These Alternative Breaks are fully immersive and highly organized service trips for students that allow them to make a direct impact on a community while learning more deeply about the issues surrounding that specific community and the larger world in general.

Section 4: Emerging Populations that are Currently Underrepresented in Higher Education

Beginning in the spring of 2023, FSU developed a Strategic Enrollment Plan that called for the formation of a workgroup focused on recruitment and retention of Latino students. Comprised of faculty, staff, students, and alumni, this workgroup reviews data and identifies short- and long-term efforts that will create a stronger sense of belongingness to improve retention for Latino students (e.g., culturally familiar food options) and has identified alumni volunteers to help with recruitment of families where Spanish is their first language. Most recently, Frostburg experienced year-over-year enrollment increases with first-year Latino student enrollment, with fall 2021 increasing by 10 students and fall 2022 increasing by 6 students. Additionally, for fall 2023, Frostburg has seen a 29% increase in Latino first-year applicants and a 68% increase for Latino transfer applicants.

**Appendix 1:
Frostburg State University's Cultural Diversity Plan
Prepared by the Office for Diversity, Equity, and Inclusion**

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

FSU's Diversity Goal 1: Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved/ indicators of success	Areas where continuous improvement is needed
<p>Strategies are numbered followed by their Action Priorities.</p> <p>FSU 1.1: Enhance marketing and recruitment efforts that target underrepresented students.</p> <p>Intentionally and effectively market to and recruit underrepresented population through communication channels.</p>	<p>The amount of student data available to provide tailored communication.</p> <p>The number and percent of communications tailored and specialized for underrepresented students.</p> <p>The number and percent of underrepresented students reached by communication.</p> <p>The proportion of underrepresented students compared to the total population.</p>	<p>Throughout the year, we have re-implemented our CRM to improve our communication capabilities. We have integrated all student data components of the application, parent information and financial aid demographic information. This large undertaking will allow us to identify and effectively communicate to underrepresented populations. Additionally, communication on gender inclusive housing has been implemented into our communication.</p>	<p>Continue to investigate other avenues and opportunities 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. Seek out partnerships that align with the university's goals.</p>

<p>Engage campus stakeholders to improve the recruitment of Latino students.</p>	<p>Growth in the number of Latino applicants.</p> <p>Growth in the number of partnerships with community-based organizations (CBO) that support Latino students.</p> <p>Increases in retention of Latino Students</p>	<p>Through the development of the Strategic Enrollment Plan beginning in Spring 22, it called out the formation of a workgroup focused on the recruitment and retention of Latino students. This workgroup is comprised of faculty, staff, students, and alumni. The group is reviewing data and identifying short- and long-term efforts that will create a stronger sense of belongingness to improve retention for Latino students, (like more food choices that culturally familiar), and alumni volunteers to help with recruitment of families where Spanish is their first language. In fall 21, the enrollment of Latino student increase by 10 and in fall 22, the Latino student enrollment increased by 6. FSU experience year over year enrollment increases. Additionally, for fall 23, we have seen a 29% increase in Latino first-year applicants and 68% increase for Latino transfer applicants.</p>	
<p>Identify and reduce barriers to admission for underrepresented populations.</p>	<p>Proportion of minority students who accepted direct admission offer.</p> <p>Number of minority students who enroll after being offered admission.</p>	<p>According to data compiled by CommonApp, many underrepresented populations do not apply to colleges because of the fees associated or perceptions they face through the application process. CommonApp developed a Direct Admission pilot program. Participating in the pilot program allowed us to offer direct admission to 2,814 students, most of them being underrepresented students. While we do not have final enrollment numbers, we anticipate an increase in enrollment of underrepresented students. Of the students who accepted the direct admission offer, 81.7% are in a racial minority.</p>	

<p>FSU 1.2: Familiarize high school students, teachers, and administrators from selected areas with the University's programs and services.</p> <p>Strengthen partnerships with organizations that support underrepresented students and help students access FSU campus.</p>	<p>The number of established partnerships/MOUs</p>	<p>Annually host the College Bound Foundation on campus to discuss recruitment and retention opportunities for Baltimore City students. Partner on campus group visits and get FSU students engaged in the visit experience. Attended end of year Principal's retreat to spread awareness of FSU with Baltimore City Public schools.</p> <p>Annually revisit the MOU with College Bound Foundation and identify opportunities for enhancement.</p>	
<p>FSU 1.3: Enhance college-readiness programs and promote them to minority and first-generation students.</p> <p>Continue programs designed to prepare underrepresented students for postsecondary education at FSU.</p> <p>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>The Student Support Services (SSS) program included 47 first-time full-time students in the fall 2020 cohort. Retention rates into the third semester are:</p> <p>45/47= 96% for the entire group 31/33= 94% for the minority subgroup, and 27/29= 93% for the African American subgroup.</p> <p>The SSS program included 78 first-time full-time students in the fall 2015 cohort. Six-year graduation rates are:</p> <p>57/78 = 73% for the entire group 44/63 = 70% for the minority subgroup and 38/54 = 70 for the African American subgroup.</p>	

<p>FSU 1.4: Increase the number of underrepresented students who transfer to FSU from community colleges.</p> <p>Review data to understand the barriers underrepresented transfer students face specific to Frostburg.</p> <p>Identify recruitment opportunities and marketing communication to support efforts to increase enrollment of underrepresented students.</p>	<p>The number of transfer students applied to FSU from minority groups.</p>	<p>Fall 22 saw a decline in racial minority students who applied to the university ultimately resulting in lower enrollment. However, fall 23 has more minority applicants currently than total for fall 22.</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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FSU's Diversity Goal 2: Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
<p>Strategies are numbered followed by their Action Priorities.</p> <p>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.</p> <p>Continue programs to enhance student success: Academic Success Network (ASN), First- Year Student Progress Survey, TRIO Student Support Services (SSS), Beacon Early Alert system, and the Tutoring Center services.</p>	<p>Second-year and six-year graduation rates for underrepresented students at Frostburg State University.</p>	<p>During spring 2022, the Center for Academic Advising and Retention (CAAR) advisors piloted the Academic Pathways Program (APP I) for first-year students on academic probation. The program consisted of a required introductory meeting, completion of an academic recovery plan, bi-weekly, one-on-one meetings with assigned University Advisor, and academic alert/midterm warning interventions. Of the 90 students in APP I, 43 completed the semester in compliance (satisfied program requirements, while 47 were non-compliant). Compliant students earned a mean GPA of 2.252, while non-compliant students earned a 1.08. Compliant students completed almost 12 credits in the spring, while non-compliant students only completed four. While this program did not lead to a reduction in first-year students dismissed for poor performance, we posted a five-year high retention rate for first-year students on academic probation. We retained 54% of the Fall 2021 cohort of probation- as compared to retaining only 45% of the Fall 2020 cohort of probation students.</p>	<p>Continue to expand dual advising model.</p>

Implement new programs to enhance student success: Continue to expand the scope of the Academic Success Network scope, Academic Pathways Program (APP) for students on academic probation and warning, HelioCampus, and Navigate student platform, including a revised and improved Academic Alert System.

TRIO Student Support Services (SSS) is a federally funded program aimed at increasing retention, academic success, and graduation rates among students who are first-generation, are low-income, and/or have a documented disability. Traditionally, students who meet one or more of these criteria face more barriers than other students during their educational experience and are less likely to persist and graduate.

SSS staff members use Student Access, a database designed specifically for TRIO Student Support Services programs to record all contact with students. The reporting features in Student Access allow the staff to run reports based on appointment type, participant, and/or advising code to track the services and type of contact we have had with students. At the beginning of each semester, SSS participants complete a goal and needs assessment. SSS staff and participants spend time discussing their goals and creating action plans to ensure goal achievement.

FSU is in the second year of implementation of the dual advising model, which was an action item of the Excellence in Academic Advising (EAA) self-study. Students are assigned both a CAAR University Advisor as well as a Faculty Mentor from within an academic department. Following fall registration appointments, over 20% of the first-year class completed a survey with responses on a five-point Likert scale, with 5 indicating the highest level of agreement. Results: *My University Advisor treated me with respect: 4.98. My University Advisor listened to my concerns and questions: 4.97. My questions and concerns were addressed by my University Advisor.*

FSU launched EAB's navigate student success platform in August 2022. Our Academic Alert System shifted from the Beacon platform that did not allow for efficient notetaking, data collection, etc. All students with an alert now receive a tailored email with call-to-action directives and campus support resources. Some alerts, more serious in nature, rise to the level of a case. Opened cases are assigned to Faculty Mentors and University Advisors and include excessive absences and classroom behavioral concerns. University Advisors also monitor the accumulation of alerts by students and intervene accordingly. During Fall 2022 semester, 368 alerts were submitted and 144 rose to the level of a case. University Advisors make three attempts to reach out via text and email to students with cases for face-to-face meetings.

- In 2021-2022, SSS served 194 minority students:
 - 179/194 (92%) persisted to the next academic year
 - 176/194 (91%) were in good academic standing
- In 2021-2022, SSS served 255 first-generation college students:
 - 235/255 (92%) persisted to the next academic year
 - 236/255 (93%) were in good academic standing

Improve faculty utilization of the Academic Alert System.

TRIO SSS works to help students develop the necessary skills to overcome these potential barriers and have success throughout their collegiate career and beyond. This is achieved through working with the student to establish an individualized plan highlighting the student's needs and goals and then working to address them. Standard areas of service for TRIO SSS include academic skills/study strategies, financial literacy, university-specific advising, career counseling, and financial aid guidance. Through addressing these core areas, TRIO SSS assists students in overcoming barriers to their education as they pursue their four-year degree. Although SSS is not limited to minority students, many minority students participate in the program. At least two-thirds of the participants must be first-generation students.

Throughout the semester, SSS staff and students regularly evaluate progress toward goal achievement and make adjustments to goals where necessary. SSS staff use an internal spreadsheet and PAWS to track enrollment for the next semester and provide frequent communication and support to get students registered who have not yet registered. The Registrar's Office creates a midterm warning report of all SSS participants who receive a midterm warning each semester, which is then used to develop intervention plans for students for the second half of the semester. At the end of each semester, the SSS staff record data for each participant on an End of Semester Summary spreadsheet. Staff check semester GPA, cumulative GPA, credits earned, enrollment status for the next semester, academic standing, incomplete grades, failing grades, and various other important indicators. To ensure that adequate progress is being made toward specific major and general education program requirements, SSS staff regularly check the 'academic requirements' section on each student's PAWS page. SSS staff maintain a graduation date report where they more closely track the progress of participants as they near their graduation date.

FSU's Diversity Goal 3: Enhance the Cultural Diversity of Faculty and Staff

<p>Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.</p> <p>Strategies are numbered followed by their Action Priorities.</p>	<p>Metrics to measure how progress of each initiative/strategy is being evaluated</p>	<p>Data to demonstrate where progress has been achieved / indicators of success</p>	<p>Areas where continuous improvement is needed</p>
<p>FSU 3.1: Expand efforts to attract and retain eminently qualified minority faculty and staff.</p> <p>Establish working relationships with doctoral granting HBCUs throughout the United States with similar demographic population and geographic location.</p> <p>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>Utilize The REGISTRY, a national database of diverse and strategic candidates seeking ladder-rank employment as faculty members at institutions of higher education.</p>	<p>The number of minority faculty and staff at Frostburg State University.</p>	<p>The University's workforce consisted of 876 full and part-time employees (324 faculty; 552 staff members).</p> <p>Females are employed at a rate of 53.10% (465) and are represented in 100% of all administrative offices and academic departments. Minorities are employed at a rate of 30.08% (up from 12%). The University's workforce is comprised of Black/African American 6.70 (59- up from 40). White employees represented 87.20% (764) of the University's workforce.</p> <p>Since the beginning of 2020 all external jobs that qualified as national searches to HigherEdJobs, which includes a Diversity and Inclusion package, most successful source in recruiting diverse candidates and faculty members seeking ladder-rank employment. HigherEdJobs sends all of our job postings to approximately 345, 000 candidates as part of their Diversity and Inclusion outreach and mailing list.</p>	<p>Continuous recruitment, 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>

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			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
<ul style="list-style-type: none"> • faculty and staff cultural training programs. • curricular initiatives that promote cultural diversity in the classroom. • co-curricular programming for students. 			
<p>FSU 4.1: Establish institutional offices and organizations to help build intercultural understanding and broaden cultural awareness on campus by encouraging students, faculty, and staff to engage with cultures different from their own through their participation in co- curricular and professional development programs.</p> <p>FSU's Office for 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>Office for Diversity, Equity, and Inclusion</i> programs and activities to engage students, faculty, and staff in experiences targeting instruction and training on cultural sensitivity.</p>	<ul style="list-style-type: none"> • The Annual FSU Social Justice Summit was held during the fall 2022 semester. Forty (40) students and eight (8) staff and one (1) guest facilitator participated in this year's retreat for a total of forty-nine (49) participants. This event provided FSU students with the opportunity to increase their awareness surrounding issues of diversity, equity, and inclusion. 	<p>To increase the effectiveness of reaching and impacting first year students beginning in 2023-2024 academic year, efforts will be made to enlist student leaders to present in the workshops.</p>

		<p>Action plans developed during the weekend will assist them in being agents of positive change on campus. Several of the retreat staff were trained DEI facilitators through the National Coalition Building Institute (NCBI) Leadership for Equity and Inclusion Train-the-Trainer. These individuals are committed to serving as DEI facilitators on campus. The participants were of diverse age, academic class, gender, race, sexual orientation identities. The staff were all Black and/or Hispanic allowing the student participants a unique opportunity to interact and question Black and Brown staff about a variety of DEI issues and experiences. There was greater follow-up with individual students and stronger connections formed with constant communications about relevant programming and opportunities on campus. Additionally, several of the participants and staff continue to deepen their connections through individual meetings and interactions.</p> <ul style="list-style-type: none"> • In 2022-2023 UCDEI experienced a significant shift in its membership with a reduced number of students participation (down from 50% to 31%) of the council membership. This is a reflection of an across the board reduction in student participation in co-curricular activities. The council has attempted to continue its work in 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. These goals support those of the university’s cultural diversity plan. • During the 2022-2023 academic year the UCDEI continued to its work on the “10-Point Plan to Create a Socially Just Campus” Five of those actions items were set as action priorities for 2021-2022: 1) Continue to develop plans for the Adams/Wyche Multicultural Center. 2022-2023 Progress: The renovation of the interior of the building has been completed and the next step is exterior renovation. 	<p>Beginning fall 2023, this requirement will be extended to transfer students.</p>
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		<p>The building will be in full use by Fall 2023. 2) Researching the appropriateness and effectiveness of a Land Acknowledgement Statement for the FSU Campus. 2023 Progress: The council will make a recommendation to the governing bodies by the end of the 2022-2023 academic year. 3) Increase transparency of the work of UCDEI. Progress The council's communication workgroup has been working to update the DEI website. A summary of the Campus Climate Survey has been posted on the website. The 10-pt plan report has been written and posted on the website. 4) Continue to host DEI focus groups, workshops, and trainings for the entire campus community. Progress: Faculty and staff were required to complete LinkedIn Learning DEI modules by March 31, 2022; completion was reflected in annual evaluations and considered in merit pay.</p> <ul style="list-style-type: none"> • A <i>#Bobcats Against Bias</i> campaign was held spring '22 which included workshops on racial healing; avoiding spreading misinformation with the use of memes in social media; social media and civility. Thirty-one (31) students, faculty, and staff participated in a 2.5-day DEI leadership development- National Coalition Building Institute Leadership for Equity and Inclusion Train-the-Trainer. 5) Create a hate/bias response team to process hate/bias complaints/ incidents and provide investigative training for team leader. Progress: One staff member has completed the investigator training and two more are scheduled to complete the training by the end of the spring 2022 semester. A draft of a hate/bias incident policy and procedure was established in spring 2022. The university council, provost and senior DEI officer worked throughout the fall 2022- spring 2023 year to identify and make needed adjustments to the policy and procedure. 	
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<p>Continue the work of the University Council on Diversity, Equity, and Inclusion.</p>	<p>FSU <i>University Council on Diversity, Equity, and Inclusion (UCDEI)</i> – 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.</p>		<p>UCDEI will continue to develop plans for the Multicultural Center, including a yearly schedule of activities and events to increase positive interactions, awareness and appreciation of cultural diversity.</p>
<p>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"> • Providing an equitable, safe, and inclusive environment for all students through the coordination of activities intended to oversee prevention, education, response, and assessment of sexual misconduct, gender-based harassment, intimate partner violence, and stalking. • Assessing student perceptions and experiences of gender-based harassment and violence through the biennial <i>Campus Climate Survey</i>. Survey data from fall 2021 shows continued increases in positive responses about students’ perceptions concerning their university experience, including increased engagement in the campus community and a higher sense of being valued as individuals. • Providing recommendations in light of State and Federal expectations and best practices. 	<p>Allocation of sufficient resources for sustainable prevention, response, outreach, and compliance.</p>

<p>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>The Campus Climate Subcommittee of the University’s Council for Diversity, Equity and Inclusion worked to include action items in the “10 Point Plan to Create a Socially Just Campus”. Additionally the required for all first-time students to complete Sexual Assault Prevention for Undergrads continues utilizing an online educational platform designed by Vector Solutions. 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 Victor Solutions. The 90-minute program discusses the methods employees can use to 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>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>Partnerships with other institutions in the University System of Maryland to increase the number of underrepresented minorities pursuing graduate school.</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. The 2021 McNair recruitment session drew five interested students.</p> <p>FSU's new 3+3 BS in Chemistry/ Pharm.D. with UMES will leverage UMES's status as a HBCU to provide increased access to students of color who want to become pharmacists.</p> <p>FSU developed new accelerated Master of Environmental Management degree with UMES. This degree will prepare students for public policy and sustainability management careers. The program has a stated goal of increasing the diversity of students pursuing these careers. Initially, it will be open only to FSU's undergraduate student population, and students of a variety of majors will be able to matriculate.</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. Highlight McNair student achievements at FSU Undergraduate Research Symposium.</p> <p>Continue development of unique interinstitutional programs to increase diversity of graduate enrollment.</p> <p>Maintain inclusion of DEI in re-envisioned GEP.</p>
<p>Sustain the University's curricular programs designed to promote the understanding of cultural diversity.</p>	<p>The University's curricular programs that promote the understanding of cultural diversity</p>	<p><i>Identity and Difference</i> category in the <i>GEP</i> 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. Student Learning Assessment related to the <i>Appreciation of Cultural Identities</i> GEP goal shows that students continue to achieve at or above the desired benchmark on all assessment dimensions each year. New Learning Goals for a re-envisioned GEP include DEI principles: Global Cultures and Perspectives and Personal and Civic Responsibility and Engagement.</p> <p>The African American Studies Program and the Women's Studies Program, through courses in the GEP, provide students with opportunities to explore elements of the world and U.S. History which are often overlooked by developing an understanding of the rich and complex African and African American heritage, and the impact of women and gender in a diverse society, respectively.</p>	<p>Continue to support and develop relevant academic programs and coursework promoting diversity, equity, inclusion, and justice.</p>

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.

The International Studies Major and the Global Business Concentration in the Business Administration Major provide interdisciplinary coursework across multiple departments related to the exploration of other cultures and societies. These programs utilize a great number of Identity and Difference courses in their requirements and electives. *The Foreign Languages and Literature program* (Spanish Major and Minor, French Minor) provide introduction to Spanish and French language and culture (SPAN 250 and FREN 250) as well as upper-level courses taught in French and Spanish about art, history, literature, and culture of countries and regions that speak these languages.

Two new curricular programs were brought online in AY 2022-2023:

- Social Justice Track in the Philosophy Major
- Diversity and Leadership Upper Division Certification in the College of Business Diversity and Management Minor

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

<p>Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:</p> <ul style="list-style-type: none"> • faculty and staff cultural training programs. • curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students. <p>Strategies are numbered followed by their Action Priorities.</p>	<p>Metrics to measure how progress of each initiative/strategy is being evaluated</p>	<p>Data to demonstrate where progress has been achieved/indicators</p>	<p>Areas where continuous improvement is needed</p>
<p>FSU 5.1: Share campus-wide programs and specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty</p> <p>The Center for International Education's (CIE) goal was to increase international student enrollment through the development of a new cooperative program with our international partner, Hunan university of Technology and Business (HUTB).</p>	<p><i>The CIE has a formal agreement with the program details outlined and a roster of HUTB student participants.</i></p> <p><i>The CIE creates and maintains spreadsheets which include the data for all international students during the spring and fall semesters. We are able to calculate an increase in international student enrollment from the previous year.</i></p>	<p>The CIE currently has an Economics/ Finance program in which 353 students were enrolled February 2022-February 2023. FSU now has an agreement with HUTB for a Graphic Arts program which we have currently recruited 114 students. The plan is for these students to begin taking classes with our FSU professors, in China, starting later in 2023.</p>	

<p>FSU 5.2: Develop programs and organizations to promote students' intercultural understanding and diversity awareness through experiential exposure to global topics.</p> <p>Plan and implement student abroad programs conducted or sponsored by the university.</p>	<p>The presence of study abroad opportunities for students and the level of participation in those programs</p>	<p>During the year 2020-2021, zero FSU students participated in study abroad programs due to the pandemic. Looking forward, study abroad numbers are continuing to increase.</p>	
<p>Organize and implement recruitment activities for students to study abroad.</p> <p>Create additional faculty-led study abroad experiences for FSU students as this is a growing trend for student interest across the nation.</p>	<p>The presence of recruitment activities designed to encourage students to participate in study abroad.</p> <p>The presence of study abroad opportunities for students and the level of participation in those programs.</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"> • Conducted classroom visits • Hosted bi-annual study abroad and international fairs • Planned bi-weekly information sessions with prospective and former study abroad students to share experiences • Held information tables in the Lane University Center • Provided presentations to multiple Greek organizations • Promoted study abroad at admissions open house events to encourage prospective students to get excited about FSU and plan for their future study abroad opportunities. <p>During the 2022 academic year, six FSU students participated in study abroad programs. This was an increase of participants compared to the previous year of zero, due to the pandemic. FSU allowed students to start traveling overseas again during the Fall 2021 semester. We anticipate continued growth in the coming year.</p> <p>The CIE engaged in the following recruitment activities in 2022- Conducted classroom visits/ Hosted bi-annual study abroad and international fairs/ Planned bi-weekly information sessions with prospective and former study abroad students/ Organized information tables in the Lane University Center/ Provided presentations to multiple Greek organizations/ Promoted study abroad at admissions open house events/ Provided multiple presentations in various residence halls.</p>	

<p>Sustain the University President’s Leadership Circle As an institutional program designed to provide students with opportunities to represent the university at key events, participate in intercultural experiences, and travel abroad to be part of cultural projects engaging exploited populations in different countries around the world.</p>	<p>The presence of faculty-led study abroad opportunities for students.</p> <p>Presence of international experience for student members of the President’s Leadership Circle.</p>	<p>Although our faculty-led trips were canceled the previous year, we are gaining more interest from faculty members to take students overseas. The CIE collaborated with four professors in 2022 to organize trips that will take place in 2024-2025.</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 campus leadership. 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>
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SALISBURY UNIVERSITY

A summary of the institution's plan to improve cultural diversity

Salisbury University is committed to increasing the cultural diversity of our campus community. In her State of the University Address, Dr. Carolyn Ringer Lepre spoke about the university's plan to "diversifying SU's student body to better reflect Maryland's demographic makeup, and to seek out more diverse faculty and staff." She also announced that SU will be creating a campus-wide diversity, equity and inclusion (DEI) plan; working to diversify faculty through new hires; and seeking to advance research related to DEI and social justice. There is also a plan to hire a Vice President for Belonging, Diversity, and Inclusion, the first time there will be a cabinet level administrator dedicated to Diversity, Equity, Inclusion, and Belonging.

Climate Study: A university-wide assessment of learning, living and working at Salisbury University was conducted to understand the current climate that exists at SU. This campus climate study provided the opportunity for members of the campus community to describe their personal experiences and observations and offer suggestions for change to help enhance the campus climate at SU.

Expanded Staff in the Office of Diversity and Inclusion (ODI): This fall Vanice Antrum was hired as the Director of Multicultural Affairs and Robert Chin as the Program Administrative Specialist. Additionally, SU announced its intention to hire a Vice President of Diversity, Equity and Inclusion in 2023.

Inclusive Excellence Strategic Plan: The development of the plan is in progress and will capture themes to develop a strategic approach related to advancing diversity, equity and inclusion at Salisbury University. The plan is being developed to accomplish integration of inclusive excellence into all aspects of university operations, foster a sense of shared responsibility and better monitor progress to goals.

A description of efforts to increase the numerical representation of multiple traditionally underrepresented groups

The ODI is in the search process for a Coordinator of Student Diversity Recruitment & Retention. The primary role of the coordinator will be to "Develop and implement strategic marketing and programming, with a cultural lens, to support the recruitment and retention of undergraduate students from diverse backgrounds."

Through the efforts of the ODI's Powerful Connections, Disability Resource Center's DRC STARS, College Assistance Migrant Program (CAMP), and TRiO Bridge Programs, the university has multiple opportunities to provide undergraduate students with transitional support resources that focus on the intersections of their identities. In the past, these programs have operated individually, but this upcoming academic year, the four programs will host some joint activities to allow students to engage with other diverse students at the institution. The goal is to build intersectional relationships across the programs' cohorts.

Next year, SU plans to implement a new special housing concept titled IDEAA (Inclusion, Discovery, Equity, Allyship & Advocacy). Students interested in learning from and engaging in programs and dialogue focused on complex issues centered in equity, justice, and inclusion are invited to sign up to live in the IDEAA Special Interest Housing Community. As a resident of this community, students will have the opportunity to explore various aspects of their own identities, the intersections of those identities, as well as help to shape the conversation on Equity and Inclusion at SU.

Directors of the Office of Diversity and Inclusion and the Disability Resource Center facilitated informational sessions at the University's Admitted Student Day events to provide families with a better understanding of the offices and programs in place to ensure that students have an inclusive experience at Salisbury University.

The Fulton School of Liberal Arts, Enrollment Management, the Office of Diversity and Inclusion, the College Assistance Migrant Program, TRiO Student Support Services, and the Organization of Latin American Students have developed a partnership to discuss how we can increase the enrollment and engagement of Latinx students at Salisbury University. This committee is representative of the multiple aspects of the Latinx student experience at SU and meets regularly to discuss ways that we might better reach the increasing Latinx population on the Delmarva Peninsula. Some of this work includes sponsoring the Culture Fest and Festival Latino during Latinx heritage month as well as attendance at events hosted by the community that provide resources to the Delmarva Latinx community.

SU is an active member of Maryland's AGEP PROMISE Academy Alliance, an 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. RISE UPP A \$10 million grant has been funded by the National Science Foundation (NSF) to replicate the high-impact initiative, AGEP PROMISE Academy, nationally. The Alliance will assist the University of Texas System, Texas A&M University System, and University of North Carolina System in creating programs similar to AGEP PROMISE Academy.

A description of efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus

Faculty & Staff

- Salisbury University has developed a comprehensive plan to support diversification of the faculty and equity in faculty careers. In addition, the Office of the Provost has revised the Faculty Handbook to a more user-friendly format available online.
- A faculty workgroup examined expectations and rewards for faculty DEI work to promote equity in faculty careers and to recognize and reward DEI-related work by all faculty. Their report and recommendations are currently pending with the Faculty Senate for consideration and include specific expectations for and examples of DEI activity in teaching.
- The ODI recently launched the ODI Faculty Fellows. The Fellows will work in partnership with the staff in ODI to ideate solutions that will lead to a more inclusive campus environment.
- In-Person Training Pilot: The ODI has a pilot group of faculty and staff members to participate in a soft launch of an in-person training series titled, *Every Person, All Day, Every Day: Diversity and Inclusion Initiatives*. This training will be based around passages from the book, Everyday Bias: Identifying and Navigating Unconscious Judgements. The series is comprised of 5 training modules that we will go through over a 5-week period. Participants will then provide feedback to ODI in preparation for a campus-wide rollout.

- MOSAIC: The Mosaic Mentoring Program provides support to new faculty with the goal of retaining and supporting the success of all faculty. Mentors are from a diverse group of individuals with ‘different ranks, ages, genders, races, skills and experiences.’
- College of Health and Human Services – Justice, Equity, Diversity, and Inclusion Committee: This year, the committee provided the Intercultural Development Inventory (IDI) for faculty and staff in the CHHS. As a part of this initiative, faculty and staff completed the IDI and had individual and group reflection with a trained consultant. The consultant also visited Salisbury in the Spring semester for an in person professional development session. At the completion of this semester, over 30% of the faculty and staff in the CHHS will have completed the inventory and personal or group debrief of their results.
- Several SU faculty presented at or attended the 7th Annual Culturally Responsive Teaching & Learning Conference.
- Salisbury University is an institutional member of the National Center for Faculty Development & Diversity (NCFDD) and scores of faculty have taken advantage of available resources.
- More than 50% of new tenure-track faculty hires starting at SU last fall were from historically underrepresented or racial minority groups (some of these were international faculty as well).
- Center for the Advancement of Faculty Excellence (CAFE) was launched to support faculty success and inclusion. Programming for inclusive pedagogy and universal design have been emphasized.
- At least two representatives from the university will be attending the National Conference on Race and Ethnicity
- All SU schools and colleges have established faculty and/or student advisory groups on Diversity & Inclusion.
- Althea Pennerman (Early & Elementary Education) and colleagues at Coppin State U. won a \$4.1M award from the U.S. Department of Education for their Pathways to the Professions program which aims to increase teacher diversity and student success in high-need urban and rural schools across Maryland.
- Jill Caviglia-Harris (Dept. of Economics & Finance and Dept. of Environmental Studies) won the 2022 Diversity, Equity, and Inclusion Award from the Agricultural & Applied Economics Association’s (AAEA) Committee of Women in Agricultural Economics. Jill also won the Association of Environmental & Resource Economics’ (AERE) 2022 Distinguished Service Award for her leadership of the AERE Scholars Program. Both of these awards celebrate her sustained and significant contributions to mentor and supporting a more diverse and inclusive field of economics.
- Yuki Okubo (Dept. of Psychology) who was awarded the 2022 Distinguished Mentor Award from the American Psychological Association’s Society for the Psychology of Women, Section V (Psychology of Asian Pacific American Women).
- Student Affairs created *Social Justice Award* that recognizes a Student Affairs staff member, department, or group who has engaged in activities outside the framework of their regular responsibilities to help create and foster a Salisbury community that is equitable and inclusive.

Students

- The Accelerated Mentoring Program (AMP): AMP is a comprehensive professional development program for students majoring in Psychology who have interests in social justice and anti-racism topics. AMP integrates a mentored community-based participatory-action research experience with intensive professional development using e-portfolio. The program targets People of Color and/or from traditionally underrepresented backgrounds.
- The School of Social Work's Comunidad and Umoja Scholarship Program (CUSP) is a leadership development and mentoring program designed to enhance the training of full-time, master-level social work students who show a propensity for culturally responsive practice and leadership. The CUSP targets, but is not limited to, students of color pursuing a Master of Social Work degree at SU. Applicants must identify a commitment to working with communities of color as their focus and be dedicated to seeking employment in the field after graduation.
- Henson Belonging Study: In mid-November 2022, 270 Henson students participated in a Qualtrics survey with four measures (24 items with 5-level Likert-scale). A student's sense of belonging is an important predictor of engagement, success, and retention in STEM programs. The goal of this survey was to measure student sense of belonging in the Henson STEM community, to find out what has fostered a sense of belonging, and to find out what can be improved.

Cross Population Engagement

- Civic Reflection Program: Through our Institute for Public Affairs and Civic Engagement, Salisbury is working to build and support a network of student facilitators trained in civic reflection. As a group-oriented conversation approach, it can have a profound impact on how people talk across difference, providing a deeper understanding of one's own choices and values, and a forum to better understand the diverse perspectives of others. These reflections include participants from all aspects of the campus community and are an embedded experience for all new SU students as a part of the New Student Orientation.
- General Education Model Update: SU's new General Education model is well underway with a plan to launch in Fall 2024. The new model includes a required course in DEI-related content (as well as Civic Engagement and Environmental Sustainability) (For details on Student Learning Outcomes please see Appendix 2).
- Annual Anti-Racism Summit: SU strives to be a leader in addressing structural oppression and institutional racism in many organizations and communities. The Anti-Racism Summit is part of a broader institutional effort to be intentional about talking about racism and its effects on SU and organizational systems in general. The annual summit hosted in the Spring semester usually includes guest presenters, panel discussions, topical sessions, etc.
- Justice and Equity Forum: The Justice and Equity forum highlights research, teaching, community engagement and campus initiatives focused on issues of power, justice and equity in work and the world. Participants engage in roundtable conversations about university and community initiatives that address justice and equity across schools, disciplines, campuses and the broader Eastern Shore region. Presentations range from approaches to teaching and learning, to community engagement initiatives, to research projects in the fields of education, social work, health and human services, and more. This is a partnership between Salisbury University and the University of Maryland Eastern Shore.

- Cultural Diversity Inclusion Consortium Committee: 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.
- Academic Program Expansion
 - Disabilities Studies Minor: SU's disability studies minor is built into a campus-wide effort to increase awareness of disability as diversity and create an inclusive campus culture. As the number of students with disabilities at SU increases, it is important that our curriculum helps undergraduate students understand disability issues and culture. The disability studies minor fosters conversation about disability identity and acceptance with a variety of courses that aim to destigmatize disability and disease, illness and impairment, including those that are considered "invisible."
 - Asian Studies Minor: SU's Asian studies minor has many learning opportunities for students to experience other cultures firsthand. Students have the option to learn foreign languages such as Japanese and Korean, as well as take study abroad courses. SU has many partner institutions where students may choose to spend a full semester and take courses toward their minor.
 - Africana Studies Track (Interdisciplinary Studies B.A.) and Minor: The programs promote understanding, appreciation and advancement of Africana people and culture and reflect the rich history, art, politics, innovation, environment and so much more about diverse people of African heritage on the continent of Africa and in the Caribbean, North America, Latin America, Europe, Asia and around the world.
- Summer outreach programming consisted of a total of 18 Summer Enrichment Academies (SEAs). Instruction was provided by 36 faculty and staff in from across campus and the Ward Museum along with certified teachers from Wicomico County Public Schools, Worcester County Public Schools, and Indian River School District in Delaware. Program facilitation and coordination was led by Wynnette Curtis, Program Coordinator for Diversity Initiatives in the Seidel School of Education along with a team of 11 teacher candidates who supported instruction as Teaching Assistants. More than 300 children were served (46% low-income/FARM eligible; 20% migrant youth)
- SU has begun our 2025 Middle States Commission on Higher Education (MSCHE) self-study process. We are taking a priorities-based approach to show evidence of compliance with the seven Standards for Accreditation as set forth by the MSCHE. To achieve this goal, a dedicated working group has been established to focus specifically on SU's second strategic goal, which is to create a more inclusive and supportive campus community. The working group comprises faculty, staff, students, and community members who have extensive experience and expertise in diversity, equity, and inclusion. The group will conduct a thorough review of SU's policies, practices, and programs, with a particular focus on identifying areas where improvements can be made to create a more inclusive and equitable environment.

A description of emerging populations that are currently underrepresented in higher education

First Generation Students

A subgroup of the Enrollment Action Team was created to determine who our first-generation students are and how SU may be better able to support their needs and remove barriers to success. (For more details please see Appendix 2).

Students with Disabilities

To support students taking classes in the evening, the DRC included after-hours proctoring. Thus far in the 2022-2023 academic year, the Disability Resource Center (DRC) has served **669** students with disabilities (undergraduate and graduate).

- **Disability Resource Center (DRC)** - The DRC is responsible for ensuring equal access to Salisbury University's programs and services for self-identified students with disabilities. To this end, the DRC provides guidance, reasonable accommodations/modifications, auxiliary aids, self-advocacy support, academic skill-building, and linkages to on and off campus resources. The DRC also provides accommodations and access to resources/services to students with temporary conditions.
- **DRC S.T.A.R.S. (Student Transition, Access, Retention, and Success)** - DRC S.T.A.R.S. embraces disability as a dimension of diversity and represents the University's commitment to fostering an inclusive environment through the appreciation and respect of all differences. The program is designed to provide incoming students with disabilities with the information, resources, and DRC services necessary to ensure a seamless transition to Salisbury University.
- **Delta Alpha Pi** is an academic honor society founded to recognize high-achieving individuals with disabilities who are attending colleges and universities as undergraduate or graduate students. This dynamic organization celebrates and supports academic achievement, leadership and advocacy for post-secondary students with disabilities.

LGBTQ+ Faculty, Staff, and Students

- A Preferred Name Policy has been drafted and is currently under review.
- Lambda Society: Lambda is open to the SU queer community of faculty, staff, graduate students, and their ALLIES.
- The LGBTQ+ Alliance is a registered student organization whose mission is to promote the rights of gay, lesbian, bisexual and transgender people in the community. One of the goals of the LGBTQ+ Alliance is to provide a safe and supportive environment for LGBTQ+ people and their friends and families. Through the organization, members passionately try to make campus and its surrounding community aware of current issues surrounding LGBTQ+ people.
- Gender and Sexuality Studies Minor: Students in this minor will explore how gender and sexuality roles and expectations have been produced and shaped by social institutions such as politics, religion, family, media, medicine, education and art.
- LGBTQIA+ Resource Center: This safe space is maintained and occupied by the LGBTQ+ Alliance to invite any and all identities as well as their allies to gather as a community, participate in educational activities, organize special events, or just network as a way to support each other and promote a more open and accepting society.
- Gender Inclusive Housing: Salisbury University offers Gender Inclusive Housing as an on-campus living option available to our students who wish to belong to a community not

restricted by gender identity or gender expression. This option will be open to all interested students based upon availability. This option is not a requirement for any student.

Pell Eligible Students

- Affordable Course Marking Initiative: SU is continuously working to increase access to affordable and high-quality education for all students. Thanks in part to a \$20,000 institutional grant received through the Kirwan Center and the Maryland Open-Source Textbook (M.O.S.T.) initiative, a Community of Engagement (stakeholders across the university) have been focused on expanding the use of Open Educational Resources (OER) and open pedagogy, which have been shown to increase the engagement, success, and retention of underrepresented students. SU has also implemented a course marking designation for students to be able to search for courses that use free or affordable course resources.
- Sea Gull Pell Promise Program and Financial Aid: A Presidential Priority is eliminating the retention gap between Pell Grant and non-Pell Grant recipients, and white and non-white students. To support that, SU launched the Sea Gull Pell Promise Program, which makes it easier for first-year students who qualify for a federal Pell Grant to attend SU. Through this program, SU covers any remaining tuition costs once eligible students' scholarships, grants, and benefits are applied. SU also announced this fall that we have pledged to give 20% more institutional aid to our incoming students.

International Students

Salisbury University is interested in expanding our international student and study abroad enrollments as COVID restrictions are continuing to be lifted.

Undocumented Students

SU hosted special events such as a Financial Aid Information for Undocumented/DACA students & their families

Military Connected Students

SU has a Veteran's Lounge and was recognized by the Military Times as among the Best for Vets Colleges in 2022



GOAL

2

Inspire a Campus Culture of Inclusive Excellence, Support and Collaboration

The extraordinary ethnic and cultural diversity in American society and the broader world shape both our academic community and the curricula of the University. A diverse and inclusive campus community brings irreplaceable value to SU's educational experience and work environment and strengthens the entire University. We strive to create a truly diverse and inclusive environment where we harness the richness of ideas, backgrounds and perspectives of the community to create student learning opportunities and value for the institution, today and into the future.

Through Goal 2, the University will develop and implement the components of a comprehensive diversity and inclusion plan. This includes the creation of a new Office of Diversity and Inclusion led by the University's Chief Diversity Officer. This office will provide students, faculty and staff with

educational opportunities informed by multiple points of view, life experiences, abilities, ethnicities, cultures and belief systems. The University values and cultivates learning not only among its students but also for faculty and staff as well. SU will continue to expand professional development opportunities, with an emphasis on face-to-face training, and create inclusive spaces that support networking, foster professional growth and inspire innovative ideas. By exploring ways to expand benefits, recognition and rewards programs, the institution hopes to improve the recruitment and retention of all faculty and staff and especially those from diverse backgrounds. Through the collection of these strategies, the institution hopes that all members of the campus community feel a sense of belonging and connection.

Objective 2.1

Create, implement and maintain a holistic diversity and inclusive excellence plan through the establishment of an Office of Diversity and Inclusion.

Strategy 2.1.1.

Support and advance the Office of Diversity and Inclusion, under the direction of the University's Chief Diversity Officer, as part of a comprehensive pledge for developing a diverse University community and supporting an inclusive and equitable campus climate.

Strategy 2.1.2.

Assess and enhance SU's culture through a comprehensive campus climate study and utilize shared governance and the Office of Diversity and Inclusion to prioritize and implement procedural, curricular and structural strategies, including face-to-face training, to address outcomes from the study.

Strategy 2.1.3.

Expand and require ongoing professional development and training programs for students, faculty and staff that focus on developing a safe, informed and welcoming climate and culture built on equity and mutual respect for diversity and inclusion, striving to achieve 100% participation.

Strategy 2.1.4.

Expand and require ongoing educational opportunities and training for students that support the development of an understanding of equity, anti-racist behavior, bystander response and diversity.

Strategy 2.1.5.

Monitor and evaluate the effectiveness of resources, services and administrative processes in fostering a climate of inclusion.

Strategy 2.1.6.

Promote transparency and enhance communication in real time through regular and multi-channel mechanisms that reach the entire campus and all of its constituencies.

Strategy 2.1.7.

Maximize the use of more inclusive language in University policies, protocols, documents and publications to speak to and describe students, faculty and staff and their contexts.

Objective 2.2

Enhance our faculty and staff recruitment strategies (see Goal 3 for student recruitment).

Strategy 2.2.1.

Create a university-wide, multi-year initiative to hire and retain diverse faculty based on documented best practices.

Strategy 2.2.2.

Develop and employ institution-level search, selection and hiring practices that more effectively diversify our applicant pools and ensure departmental policies are aligned with these and professional development opportunities exist to provide training

Strategy 2.2.3.

Create an inclusive and comprehensive onboarding process for new faculty and staff, including specific resources to assist with the acclimation and retention of our diverse faculty and staff.

Strategy 2.2.4.

Implement a dual-career partner assistance hiring program, cluster hiring program and/or other hiring programs with a demonstrated record of increasing faculty and staff diversity.

SU's Center for Equity, Justice and Inclusion recognizes historically marginalized populations and provides space for research, programming and socializing. It serves to help nurture a more robust sense of identity and community on campus.



Objective 2.3

Review our professional development, recognition, benefits and compensation programs to improve retention of faculty and staff.

Strategy 2.3.1.

Develop a more comprehensive rewards and recognition program to celebrate faculty and staff accomplishments in service, teaching, research, scholarship and creative activity.

Strategy 2.3.2.

Evaluate the impact of developing and implementing additional employee benefits programs to boost morale and support a healthy work-life balance.

Strategy 2.3.3.

Develop a plan to address issues of compensation and salary compression, including expanding and transparently communicating information about career pathways and ladders.

Strategy 2.3.4.

Develop robust faculty and staff mentorship and leadership development programs, especially for underrepresented groups.

Strategy 2.3.5.

Expand opportunities for interested faculty and staff to interact, collaborate and socialize with one another inside and outside work.

Objective 2.4

Create and promote the use of welcoming and inclusive campus spaces aligned with the Facilities Master Plan.

Strategy 2.4.1.

Enhance access to and circulation among campus spaces.

Strategy 2.4.2.

Create additional housing options to meet the needs of contemporary students (e.g., apartment-style, family housing, graduate student housing, international student housing).

Strategy 2.4.3.

Explore opportunities to expand multi-use facilities for various aspects of campus and community needs.

Strategy 2.4.4.

Develop strategies to address pressing campus space needs such as the expansion of instructional space, including for the arts; office space for faculty and staff; wellness; and student housing.



Situated in the heart of the Eastern Shore, the Salisbury University Arboretum holds some of the most horticulturally diverse grounds in the local region. SU's beautiful 200-acre campus encompasses nearly 100 buildings.

TOWSON UNIVERSITY

2022-2023 Institutional Programs of Cultural Diversity Annual Progress Report

Towson University



Submitted April 10,2023

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Institutional Programs of Cultural Diversity Annual Progress Report – Towson University

1. A summary of the institution's plan to improve cultural diversity.

Creating a more diverse and inclusive campus is a priority for TU, linked to and aligned with our strategic plan for the express purpose of building a stronger foundation for a promising future. Diversity is recognizing and valuing the variety of backgrounds, perspectives and beliefs held by members of the TU community. Our diversity tenets include sex, sexual orientation, gender identity, gender expression, race, ethnicity, color, nationality, mental ability, physical ability, religious affiliation, age, and veteran status. Diversity can also be shaped by our political ideologies, organizational/institutional structure (for example management status, classification, work location, division/department unit group).

Cultural diversity is a means to leading a more fulfilling intellectual, emotional, moral, and spiritual life. Bridging the gap between cultures is urgent and necessary for peace and stability. Towson University is at the forefront of providing educational opportunities that are aimed at healing the wounds of exclusion, promoting social and environmental justice, reducing poverty disparities, and achieving sustainable development for generations to come.

The Committee on Institutional Effectiveness is responsible for the annual monitoring and report to the shared governance bodies of the achievement and progress for the TU 2020-2030 Strategic Plan: Leadership for the Public Good and the TU 2020-2025 Diversity Plan: A More Inclusive TU. Progress is calculated annually via assessment plans by each Division and Academic Unit.

2. A description of efforts to increase the numerical representation of multiple traditionally underrepresented groups.

STUDENTS

Towson University Admissions actively recruits all students from Maryland, Pennsylvania, Virginia, West Virginia, Delaware, New York, New Jersey, and the District of Columbia. Our entire admissions office is trained on inclusive recruitment, in contrast to specifying one or two specialized multicultural recruiters, like some institutions. We prioritize attending programming that promotes college access for underrepresented students, including college fairs hosted by National Hispanic College Fairs, Inc, Alpha Phi Alpha Fraternity, Inc, the CollegeBound Foundation, and other Community Based Organizations that serve these students.

We also have a specific priority admission program for Baltimore City public school students, allowing for high school counselors, administrators, and teachers to nominate students for admission. These students are then given a priority review and additional personalized outreach and service from the office. Additional initiatives to specifically recruit Hispanic/Latine students include providing information sessions and marketing materials in Spanish and conducting in-person information sessions in select areas of Maryland with high numbers of Hispanic/Latine students.

Towson University recently announced its membership in the American Talent Initiative (ATI), an alliance of more than 130 four-year institutions united in a shared goal of enrolling, supporting, and graduating 50,000 additional talented, lower-income students across high-graduation-rate colleges and universities by 2025. ATI's work to increase access and success is more important than ever, especially amid a pandemic that disproportionately impacts talented students from lower-income and communities of color.

The College Readiness Outreach Program (CROP) connects 9th graders from Baltimore City Public High Schools with TU students who serve as mentors. The program also provides a series of college readiness workshops. Local underrepresented students are provided opportunities through the College Readiness Outreach Program to build a solid plan around how to matriculate successfully through high school then college. TU college students volunteer to facilitate individual or group sessions sharing their experiences, encouraging academic persistence, and helping students rethink what success means for them. We have expanded our reach through a monthly virtual series to include high schools from the state of Maryland with focus on Baltimore City, Baltimore County, Prince Georges County and Montgomery County.

Sleeping Bag Weekend is a free opportunity for students who have already been admitted to Towson University, yet have not committed, to experience campus life. During Sleeping Bag Weekend, admitted students have the opportunity to: shadow, connect, and attend classes with current TU students; stay overnight in the SAGE residential learning community; tour campus and the Towson community; attend and participate in campus events; and attend **TU4U**, an information fair of campus resources.

ADMINISTRATIVE STAFF

Over the past 5+ years, the Office of Human Resources (OHR) has implemented a variety of initiatives designed to recruit underrepresented staff. With the inception of a new applicant tracking system, the OHR has faster access to demographic data, and implemented a step in the selection process to ensure that the selected interview pool is representative of the overall qualified applicant pool. The new system also has made it easier for candidates to apply to TU, and seek and apply to multiple positions, further diversifying our applicant pools. In addition, the OHR uses the affirmative action plan to identify specific job groups with significantly less diversity than the reasonable recruitment area for that job group.

The OHR uses the “source” information from candidate submissions to determine the sources that produce the most diverse applicant pools, as well as those that reach underrepresented groups. That allows the OHR to conduct more targeted ad placement when searching for candidates. The OHR has also expanded their use of LinkedIn to further promote open positions and find passive job seekers. Finally, the OHR continues to engage with multiple workforce development programs in the Greater Baltimore area. Our most successful partnership to date, Humanim, has produced over a dozen hires in temporary and permanent positions across the TU campus, including positions in the President’s Office, Provost’s Office, academic departments, and the OHR.

FACULTY

The Faculty Mentoring @ TU Framework was designed to intentionally build diversity, equity, and inclusion in all components of the framework. It features four levels of faculty mentorship—at the department level, the college level, the university level, and at the informal level. Within each component, the framework outlines potential mentorship opportunities for faculty to engage in, and while all of them are infused with a commitment to diversity as a prerequisite for their deployment, at the university level, the framework specifically names a faculty mentoring program designed for underrepresented faculty. We have plans to continue to build this aspect of the program in the upcoming year, as we grow our faculty mentoring program offerings overall. Additionally, the faculty mentor training, designed for all faculty interested in mentoring others in any capacity, features a module specifically around diversity, equity, and inclusion, and focuses on helping mentors understand the importance of considering identity and power in all mentoring relationships. Additionally, the ongoing Faculty Mentoring Community of Practice provides a space where faculty can and do engage around DEI issues as they relate to faculty mentoring, retention, and promotion.

The Inclusion Advocate (IA) program was established in 2020 and implemented in 2021. IAs are TU tenured faculty and permanent status librarians who are trained as search and selection process advisors. Their preparation includes a 16-hour Seminar and on-going education addressing current research and best practices about implicit bias, diversity, representation, and the ever-changing legal landscape in hiring, inclusive employment principles, and practical strategies for each stage of the search process. IAs are consistently on the cutting edge of effective advocacy of de-biasing the search process. IAs have a 2-year commitment and are assigned to serve on faculty search committees across all colleges. There have been 47 trained to date (1 -2 trainings per year).

3. A description of efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.

FACULTY AND STAFF CULTURAL TRAINING PROGRAMS

Within the Office of Inclusion & Institutional Equity, staff in the Center for Student Diversity partner with the DEIJ Education team to deliver workshops across campus. There has been an increase in requests for unconscious bias, microaggressions and how to interrupt them, as well as more in-depth discussions of Gender Diversity Allyship, with topics ranging from ***“How to Support Gender Diverse Students as Educators”*** to ***“How to Support Sexual and Gender Minorities in (on campus) Housing.”***

Dialogue@TU, supported collaboratively between the Office of the Provost and the Office of Inclusion & Institutional Equity, continues to serve as valuable professional development for faculty and staff.

The Office of Inclusion and Institutional Equity (OIIE) conducts an overview of its services and resources, as well as a review of the basic tenets of DEI. These sessions are 1.5 hours or less and held twice a month during the OHR sponsored orientation. OIIE has included a representative from one of the affinity groups to share a 5-minute overview of their specific group which has increased interest in the seven faculty and staff affinity groups. Additionally, to increase awareness and reiterate the importance of the concepts of DEI as well as recognize obstacles that potentially impede a bias free search. Recognizing and disrupting biases in the search and interview process are discussed. OIIE has conducted training with supervisory staff in the Career Center, Administration & Finance, OTS, and Auxiliary Services with

more scheduled throughout the academic year. A pre-search committee training was conducted specifically for TU Police which included a TU non-affiliate search committee member.

The Inclusive Teaching Collective (ITC) is a unique learning community for faculty members who consider perspectives on what it means to engage with culturally sensitive and affirming practices for the benefit of students in our classrooms. Faculty participants complete a self-assessment, attend face-to-face and virtual sessions, identify individual goals, and develop faculty partnerships for learning and support. Students are invited to speak to the collective so that students' needs are centered in the process.

Fix Your Climate is a learning session developed for all campus units to address microaggressions and bullying in the workplace. A significant number of reports filed with the Office of Institutional Equity and Compliance resulted in instances of work conduct that did not rise to the level of discrimination or discriminatory harassment but were harmful yet the same. OIIE is attempting to proactively address workplace conduct in order to interrupt harmful behaviors and to reduce the number of "unactionable" complaints reported.

CURRICULAR INITIATIVES THAT PROMOTE CULTURAL DIVERSITY IN THE CLASSROOM

The Diversity and Inclusion Faculty Fellows (DIFF) program began in 2016 and provides selected faculty members of various rank with opportunities to infuse diversity and inclusion into existing curriculum, create models to improve classroom dynamics in support of social justice, create scholarly knowledge that supports equity, access, and inclusion or identify strategies to enhance institutional practices. These Fellows attend monthly workshops throughout the academic year, implement their newly developed diversity initiative by the Spring semester, showcase their project at TU Educators summit or other approved event, participate in DIFF networking and informal mentorship, and act as a resource for the Office of the Provost, as available.

Open Educational Resources (OER): FACET collaborated with a faculty member to win an institutional grant from the Maryland Open-Source Textbook (M.O.S.T.) initiative to support OER development. A significant component of this grant-funded program involves development of culturally responsive pedagogies that will enhance student success.

Trauma-informed learning environments (TILE) workshop: FACET led an effort to support faculty in creating a curriculum for the new trauma-informed learning environments (TILE) workshop. The major goal of this initiative is to provide support for all students such that barriers to success are removed. This evidence-based program is built upon the consistent research-supported finding that people with disabilities often experience a heightened level of trauma, as do students from historically marginalized populations. By providing tools to faculty to apply to their syllabi, course assignments, and classroom spaces, the workshop will result in a more supportive platform for student success.

Accessibility: FACET incorporates into all its teaching/learning supports evidence-based practice relating to accessibility. Faculty who attend department-level or individual workshops as well as those who complete the mandated process for online teaching eligibility are provided with guidance and support for ensuring accessibility in their courses.

New Faculty Institute: FACET provides a year of professional development support to all new full-time faculty on issues that relate to faculty and student success. Prominent among the topics covered during these experiences is the importance of supporting international students and faculty, students with disabilities, and students and faculty from historically marginalized populations.

CO-CURRICULAR PROGRAMMING FOR STUDENTS

Within the Center for Student Diversity, the Coordinator for the Asian Pacific Islander, Middle Eastern and Desi American (APIMEDA) Student Development Program engaged in a cross-campus collaboration in developing a dialogue on *“Anti-Asian Hate”*.

The **Welcome APIMEDA**, brings students, faculty, and staff from the APIMEDA community together to meet and greet each other at the commencement of the academic year. The event provides an opportunity for APIMEDA students to find visibility on campus while engaging with games, music, ethnic food, and giveaways. The **Welcome Jummah** welcomes the Muslim community on campus with lunch after the Friday prayer and is used as an opportunity to engage in inter-faith learning by welcoming the campus community to attend the Jummah (prayers) as observers.

The Sexuality & Gender Diversity Student Development Program celebrates **National Coming Out Day**. This event celebrates and recognizes LGBTQ+ individuals who are in the various stages of coming out. The space is filled with fun, relaxing activities as well as support resources and staff. Furthermore, **The Women in Leadership Conference** brought female identifying persons together and to have discussions around various topics that impact women. This year's theme was Defining Womanhood.

The African American Student Development Program's **Sitting at the Elders' Feet** event took students, faculty, and staff on a historical journey with Towson University Elders. Using oral traditions of generational sharing, the TU community learned of the history and experiences of TU Black Alumni, explored current realities, and discussed ways to continue to move forward.

The Latine/x Student Development Program hosts a monthly Comunidad or gathering to create a space that celebrates, honors, and engages students in discussion on aspects of the Latine/x community. Recent topics such as *“Latine/x History and Culture through Art,”* and *“Stories of My Immigrant, 1st Generation and Latine Activist Life”* were explored and the partnerships with academic departments allowed for aspects of the culture and topics relevant to the Latine/x community to be discussed beyond students who hold the Latine/x identity.

Students Achieve Goals through Education (SAGE) program is a peer mentoring program that fosters academic achievement, personal development, and campus-wide involvement among new students from diverse backgrounds. There are currently a diverse group of 84 upper-class mentors and an average of 500 students who opt into the program.

The SAGE Learning Community offers first-generation, first year college student peer-to-peer mentorship while living amongst their mentors. through Housing and Residence Life. The SAGE program's original mission continues and has expanded to include any entering freshman who wishes to participate. The SAGE programs participants (mentees) are assigned a peer mentor. The mentors and mentees participate in various activities to support academic excellence, budget management and

decision-making skills, and personal development. Participants also expand their knowledge of diverse cultural groups, career development strategies, and participate in networking opportunities. New students in the Learning Community move in six days early for a specialized Pre-Orientation that provides the opportunity to interact with campus partners, learn about and experience campus resources, build community, and culminate their six-day experience on the last day in the form of a presentation. There are 56 students in the community which includes their assigned mentors.

Generation One

Offered in collaboration with the Student Success Programs and Counseling Center, Generation One is a program providing first generation college students attending TU with tailored mentoring and guidance to foster both academic and personal accomplishment. Generation One connects students who share similar experiences to share strategies to deal with difficult situations and provide encouragement during challenging and rewarding times.

H.E.R. (Honesty. Encouragement. Respect)

HER is a space for students who identify as women of color to come together and have genuine conversations about all things related to being a woman of color. Students, Faculty, Staff, and alumni who hold this identity are invited to participate with the understanding that all formal titles are discouraged to allow students to space as we encourage them to be their authentic self, in an open environment, while respecting each other and themselves. While we really like to have a good time and build relationships and connections that may not happen randomly; we also recognize the importance of providing this welcoming space. Students, faculty, and staff are welcomed, and any meeting can be someone's first meeting.

Man 2 Man

A peer program geared toward men of color at Towson University. This support group serves as a confidential space for male-identified students of color to develop a better understanding of themselves and other in the context of gender, race, culture, and social pressure. Meetings explore how the experience of masculinity shapes how we think, feel, and relate to others, as areas of growth, strength, and unity are discussed.

4. A description of emerging populations that are currently underrepresented in higher education.

OIIIE has increased its commitment over the past year in developing additional resources that increases the authentic sense of belonging for members of the TU community who identify as Native American or Indigenous. While developing guidance for the appropriate use of Indigenous Land Acknowledgements, we partnered with local organizations and institutions in conducting oral histories with Elders from local tribes. We also have increased our outreach and engagement with Native/Indigenous TU students with the goal of developing dedicated support through our Center for Student Diversity.

5. If needed, a description of other initiatives that are central to the cultural diversity plan that are not captured in Sections 2, 3, and 4.

Appendix 1: A copy of the diversity plan currently in place at your institution; [*A More Inclusive TU: Advancing Equity and Diversity \(2020–25\)*](#).

UNIVERSITY OF BALTIMORE

Institutional Programs of Cultural Diversity Report

Institution Name: The University of Baltimore
Date Submitted: April 14, 2023
Point of Contact: Catherine Andersen, Interim Provost (candersen@ubalt.edu) or
Jeffery Elwell, Interim Associate Provost (jelwell@ubalt.edu)

Section I: A summary of the institution's plan to improve cultural diversity

The University of Baltimore Diversity, Equity, and Inclusion Committee (DEI Committee) conducted an audit of the 2019 Diversity Strategic plan in Fall of 2020. The audit specifically focused on the five goals of the plan and the activities that were conducted. The goals included:

- **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.
- **Goal 2:** Recruit, employ, and retain a diverse faculty.
- **Goal 3:** Recruit and retain a diverse workforce and ensure that UBalt's staff profile reflects the diversity of Maryland's demographics.
- **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.
- **Goal 5:** Build upon existing partnerships and create new partnerships that enhance the University's commitment to and work with diverse populations.

Based on the findings of the audit, five priority areas were identified. Committee teams were established to determine and oversee the 2021 activities associated with each priority. These priority areas were:

- Student Mentorship Enhancement - Support efforts for all students, focused on minority students, especially students of multi-cultural and multi-racial backgrounds, to participate in such programs as UBalt Connects, and perform research on best-practice mentoring programs.
- Student Career Advancement - Develop and curate ideas for supporting student career advancement, especially for women and under-represented groups.
- Faculty, Staff and Student Ongoing Education - Help further embed the University's commitment to diversity, equity and inclusion and faculty diversity.
- Communication - Develop a clear and consistent messaging focused on DEI.
- Committee Reporting and Feedback - Share the Committee's work in various ways to ensure the governance groups and campus community aware of the DEI activities.

An action plan was created for these five priorities and activities.

A description of how the diverse perspectives and voices of all students are captured and utilized in informing the campus's DEI efforts.

The University has longstanding and continued support for student engagement and student-led initiatives. UBalt maintains an active Student Government Association (SGA) that has worked with several partners on campus to lead/co-lead several activities during the AY 2021-2022. Some of these campus-wide initiatives include:

- Celebrating Juneteenth.
- Organizing a Pride Parade.
- Developing the Inclusion Alley, an outdoor campus gathering space, decorated and provided with seating.

- Launching a campus-wide initiative to promote the use of non-gender specific pronouns.

Our administrative offices, including the Office of Diversity and International Services, hosted weekly forums (with trained facilitators) in recognition of months or days of heritage, history, and special holidays; safe spaces for Black students, LatinX students, and LGBTQIA+ students.

There has been an ongoing collaboration between our administrative offices and SGA leaders. The mission of UBalt is to promote an academically enriching and supportive climate that allows all members of its community to thrive and succeed. Our Student Success and Student Support Services collaborate with all academic units and offices on campus to provide a comprehensive, university-wide approach to diversity and inclusivity, access, belongingness, and equity. Through strategic planning and program development, we hope to empower students, to build a diverse and inclusive campus community. Some of those initiatives include:

- combating race, gender, and sex stereotyping through programming and through our Breaking the Bias Forums.
- promoting safe zone /brave zone trainings for students, faculty, and staff.
- enhancing all our disability related programming to raise awareness and enhance inclusion.
- partnering across the university to promote the use of automatic captioning in all our online events.
- The Women's Initiative for Leadership Development program.
- inclusion of pronouns and chosen names in Campus Groups platform; the learning management system, Sakai, now also has this option.

Section 2

THE UNIVERSITY'S DIVERSITY PROFILE

There has been significant racial and ethnic diversification in UB's student body over the past 10 years (fall 2012 to fall 2022). The percentage of undergraduate students who identify as one of the racial and ethnic groups that we count as underrepresented has increased from 53.9% to 64%, with African American students now representing near half (48.5%) of the undergraduate student body. At the graduate level, a similar 10 percentage point gain was realized, increasing from 35.1% to 45.5%. Hiring and maintaining a diverse workforce is an objective where the University makes steady progress. Since 2016 the University has increased in percentage of underrepresented tenure and tenure-track faculty from 12.6% to 15.0%.

Demographics

Enrollment at the University of Baltimore is the most diverse of Maryland's public 4-year universities, attracting an exceptionally diverse student body relative to race and socio-economic circumstance with a Student Diversity Index of 49.5, well ahead of the University System of Maryland average at 33.5%. UB serves the working-age population of Baltimore and University System of Maryland geographical area.

African American/Black enrollment has increase slightly from 48.0% in Fall 2020 to 48.5% in Fall 2022. The percentage of Hispanic students has shown remarkable growth between Fall 2020 and Fall 2022, from 8.1% to 9.7% at the undergraduate level and from 6.9% to 8.1% at the graduate level. Additionally, the percentage of students identifying as two or more races has increased to 5.3% in Fall 2022 from 4.6% in Fall 2020, making it the third largest racial group.

Hispanic staff diversity has also grown, rising from 3.8% in Fall 2020 to 40.5% in Fall 2022. And the underrepresented racial group has grown from 39.6% to 40.5% during that same timeframe.

National data indicate that only 12.9% of the full-time faculty in U.S. degree granting universities are from underrepresented minorities (Fall 2018 IPEDS HR survey). 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.

At the University of Baltimore, 15% of tenured/tenure track (T/TT) faculty are from underrepresented groups. The percentage of underrepresented faculty with other tenured status (i.e., adjunct, lecturers) saw

a significant increase from 12.3% in 2012 to the 19%-20% range since 2020. Continued diversification of our full-time and part-time faculty is an important goal moving forward.

The university has made concerted efforts to increase the diversity of the pools in all its searches, especially administrative. Most recently, in the search for a Provost, 60% of the campus finalists (3 of 5) were members of underrepresented groups. Unfortunately, two of those three candidates accepted positions as provost and chancellor prior to the commencement of the search. The search for the Dean of Business has likewise attracted a highly diverse and talented field of applicants and finalists.

Section 3

DEI activities for The University of Baltimore derive from strategies laid out in the institution's Diversity Plan. The student body of the University is the most diverse within the University System of Maryland, and we collectively recognize the importance of equity-focused efforts to ensure a welcoming campus and student success. I'm delighted to inform you that the university is continuing to expand cultural diversity programs and is serving more and more students, faculty and staff each year. Staffing assignments were made in AY22-23 that also helped lay the groundwork for longer-term sustainability and focus of efforts.

- 1) Faculty and other employees participated in the JEDI (Justice Diversity, Equity, and Inclusion) series. Faculty-specific programming focused on DEI originated largely through the academic units and the Center for Excellence in Learning, Teaching, and Technology (CELTT). CELTT partnered with the Student Government Association to update the learning management system with a new pronoun field to combat misgendering concerns. CELTT also partnered with Disability and Access Services to better address the needs of students that office serves. The lead for that office has been added to the University Faculty Senate.

Committees staffed by CELTT (Academic Support and Online Learning) and CELTT training for faculty using the online proctoring tool has been expanded to address accessibility needs. Promoting Online Excellence, CELTT's online pedagogy faculty development program, was revised this year based on faculty feedback in FY21 to expand DEI content in an Inclusive Teaching module.

The School of Law offered the following trainings: Understanding Implicit Bias, Microaggressions: Words Matter, Overcoming Imposter Syndrome, Affirming LGBTQ Folks: Pronouns and More, Service Animals and the law.

The Office of Human Resources supports all campus constituencies. Examples include the JEDI (Justice, Equity, Diversity & Inclusion): JEDI is a collaborative partnership between University of Baltimore and the University of Maryland Baltimore County. The partnership provided a creative venture for community building and connections with faculty and staff across institutions. The Employee Development Academy (EDA) provided intercultural seminars for staff (also available to faculty). EDA cultivates learning experiences where all employees can strengthen their professional, intellectual, and cultural acumen. The intercultural seminars were held via ZOOM for seventy-five minutes.

- 2) **The College of Arts and Sciences:** The college has offered several courses over the past year that deal with cultural diversity. For example:

CMAT 320: Argumentation, Debate, and Society explores differences born of diverse experiences. We ran this course for 22 students in spring '22. It included piloting a new debate format geared toward building understanding and included a partnership with an organization (Braver Angels) seeking to work against political polarization.

IDIS 497: capstone students are building projects that address pressing challenges in our community, including lack of affordable housing, the employability of formerly incarcerated individuals, and veterans suffering from PTSD.

HIST 316: Black Europe, students learned about the early roots of multicultural Europe. Readings and

research provided the opportunity to engage with the lives of black Europeans from the Middle Ages to the present.

HIST 328/IDIS 301: Modern Korea, students experienced Korean culture by attending a Korean art exhibition and/or performance.

HIST 101.LC2 and HIST 101 WEB (asynchronous class), students conducted semester-long research examining a particular artifact from a culture different from their own.

The College of Public Affairs: Dr. Lyles on April 5 offered the Rosenberg Dialogues with the topic “Confronting Inequities in Healthcare through Innovation and Entrepreneurship.” Dean Hartley launched two series this year, Voices of Public Service and Listening to Our Students. Neither series is entirely DEI-focused, but each addresses DEI issues in places, and one session of the latter was dedicated to DEI issues.

The Merrick School of Business is focusing faculty on curricular updates, in part to address Item 9 in the AACSB 2020 Standards, which is Equity and Inclusion. The watchwords for AACSB 2020 are “positive societal impact.”

- 3) **The School of Law** has offered several co-curricular programs, including: Celebrating Women’s History Month, Celebrating the Black Attorney, Celebrating the Latin X Attorney, Just Listen, etc.

The school has the Fannie Angelos Program, through which Law faculty prepare students from the State’s four HBIs to take the LSAT and enter and succeed in law school.

The College of Public Affairs launched the Community Engagement Fellows Program, which provides UBalt graduate students with internships in local nonprofit community organizations to help those entities develop organizational capacity, as well as providing the Fellows with practical experience. Many of the community organizations are engaged in equity work within the Baltimore area. In 2022-2023, the College sought to implement and advance its Diversity and Inclusion Plan in an intentional way through the following activities:

Facilitated its "Voices of Public Service" speaker series to profile prominent speakers with diverse backgrounds committed to public service.

Hosted the 2023 annual Conference of Minority Public Administrators (COMPA) under the director of an MPA faculty member, Dr. Kelechi Uzochukwu, the current president of COMPA. The conference featured CNN's Van Jones as a keynote speaker.

Hosted and facilitated several public forums, including the Rosenberg Dialogue Series and CELTT workshops, focused on confronting inequities and underrepresentation.

The Schaefer Center for Public Policy facilitated the Community Development Fellows program, which provides UBalt graduate students with paid applied learning experiences in local nonprofit community organizations to help those entities develop organizational capacity. Many of these are engaged in equity work in the Baltimore area.

The Schaefer Center for Public Policy offered the Maryland Equity and Inclusion Leadership Program (MEILP) in collaboration with the Maryland Commission on Civil Rights. In FY23, three cohorts (25-40 people each) completed the program.

The Schaefer Center launched the NextGen Leaders for Public Service program, an initiative designed to inspire and prepare University of Baltimore students from all majors and diverse backgrounds to explore careers in public service.

The Schaefer Center created a racial equity profile report on Maryland for the Maryland Department of Legislative Services. This report is an important reference source for DLS analysts as they prepare racial impact notes for proposed legislation.

The College of Arts and Sciences hosted a History Guest Speaker Event—The Civil Rights and Black Power Movements in Global Context on March 8, 2023.

The Merrick School of Business is working to establish a National Association of Black Accountants chapter to support students as they pursue a career in accounting. While we also maintain a very active

Beta Alpha Psi honor society chapter with a strong focus on accounting, finance, and information system students, the NABA chapter provides additional opportunities for leadership and networking.

The **School's** Real Estate Fellows program provides aspiring student and alumni entrepreneurs with an opportunity to address critical development needs within Baltimore's middle-market neighborhoods. Those accepted go through a 10-week mentoring program with local seasoned professionals and are paid to participate, which allows greater access to the program by those who must have an income. The program addresses structural equity issues. Fellows identify a city neighborhood, create a project, complete a development plan, and prepare an application for financing. The winning proposal receives necessary financing up to \$1M to proceed with the project.

The University of Baltimore fosters a sense of belonging for all students, and the larger university community, by providing local and global programming and support with more than 50 activities, virtual, and in-person each semester. Curricula impacts students' understanding of diversity, equity, and inclusion, both broadly speaking and within the career areas they pursue. The University requires all students to fulfill a Global and Diverse Perspectives requirement, which may be achieved within the major or through an approved General Education course. Each major has at least one course that fulfills this requirement. Some programs hold specialized accreditation or certification from national organizations which have DEI-related requirements.

Through **Student Success and Support Services**, programming celebrates our cultural heritages and identities as we move a step forward in equipping our students with holistic and global leadership skills to create equitable cultural and social spaces. Our trained professionals and faculty facilitate several Safe Space, Brave Space, and Inclusive and Equitable Student Community Spaces every semester during a series of monthly sessions and in-classroom settings. Hundreds of students are participating in our student discussion spaces, which include LatinX Student Community Space, Muslim Student Community Space, Black Student Community Space, Jewish Student Community Space, LGBTQIA+ Student Community Space, International Student Community Space, and the Asian American and Pacific Islander Student Community Space. In addition, the Office of Diversity and International Services brings programming to campus specific to the experiences and goals of our students (e.g., underrepresented student programming, cross-cultural experiential field trips) and supports global field studies in courses. The Office also celebrates heritage with event planning and site visits related to such markers as Hispanic Heritage Month, National Coming Out Day, Juneteenth, National Disability Employment Awareness Month, and Black History Month, among others.

The Diversity, Equity and Inclusion (DEI) Staff 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 UBalt defines diversity to strengthen the professional, intellectual, and cultural experiences of all members of the UBalt 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 UBalt audiences the University's diversity objectives and initiatives, make policy recommendations and, when necessary, contribute to the preparation of various University reports.

Section 4

The university has reached out to a very underrepresented population, the incarcerated, and have taken several steps to provide an education to this very marginalized group.

The University was approved by the Middle States Commission on Higher Education and MHEC to offer a full degree offsite at the Jessup Correctional Institute. The BA in Human Services Administration is available to students in the University's Second Chance Pell program there.

The **Merrick School of Business** is engaged in the Second Chance program and many students are enrolled in the Business Minor, which is comprised of 5 courses. MSB faculty teach courses there each semester. Two students who recently left JCI are completing their studies at UBalt this semester, and each are taking their last course for the Business Minor. One of the students has applied for our MS Business – Finance program for the fall, a testament to the transformative impact of this program.

Section 5: If needed, a description of other initiatives that are central to the cultural diversity plan that are not captured in Sections 2, 3, and 4.

The School of Law: has elevated the current role of Director of Diversity Initiatives to Director of Diversity, Equity, Inclusion, and Belonging. Under his leadership, not only was student orientation changed to include a half day training on DEIB issues, but substantial effort has been placed on faculty and staff development. This role also serves as an advisor for faculty, staff, and students. Trainings are offered to staff, students and faculty in person, via zoom and on Panopto. This position works with the diverse student organizations to deliver programming on all matters of DEIB. Faculty, staff, and students participate in these discussions. There has been an increased effort to recognize significant relevant dates and religious periods. Two committees have been created to address the needs of students, staff, and faculty. The first is the Diversity Council. This is a student lead group made up of approximately 9 diverse student organizations with 5 positions at large. This groups acts a liaison between the law school administration and the student body. They are managed by the Director of Diversity, Equity, Inclusion, and Belonging. The second is the DEIB Advisory Board. This group consists of members from the student body, staff, and faculty. Their purpose is to create environments where relevant conversations around DEIB can happen in a safe space. That information is collected and delivered to the Dean with the goal of making the law school more inclusive. In addition, the law school pledged \$10,000 over 5 years to support the [Annual Meeting of Law School Professionals](#) (AMDiP).

Appendix 1: University's Cultural Diversity Plan

The University of Baltimore's Diversity Statement

Diversity is defined at UBalt 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 UBalt'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.

Adopted 5/29/2018.

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.

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

UNIVERSITY DIVERSITY GOALS AND STRATEGIES

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

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

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

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

Strategy 2: Develop quantitative and qualitative metrics to better understand the state of diversity and

inclusion at UB.

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

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

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
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Strategy 1: Expand outreach to build applicant pool.

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

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

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

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

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

Strategy 4: Develop a faculty retention and advancement plan for women and underrepresented groups.

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

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

Strategy 1: Develop a staff diversity recruitment and retention plan.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**UNIVERSITY OF MARYLAND,
BALTIMORE**

UNIVERSITY OF MARYLAND, BALTIMORE
SPRING 2023 INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY REPORT
APRIL 10, 2023

The University of Maryland, Baltimore (UMB) submits this report of Institutional Programs of Cultural Diversity to the University System of Maryland in accordance with §11-406 of the Education Article.

1. SUMMARY OF UMB'S PLAN TO IMPROVE CULTURAL DIVERSITY

The University of Maryland, Baltimore (UMB) is committed to fostering a diverse, equitable, and inclusive educational and work environment. UMB's commitment to diversity is guided by the [Core Values](#) and the [UMB 2022-2026 Strategic Plan](#). Two of University of Maryland, Baltimore's eight Core Values, Equity and Justice, and Respect and Integrity, are closely tied to diversity, equity, and inclusion (DEI). Theme 3 of the UMB 2022-2026 Strategic Plan focuses on University Culture, Engagement, and Belonging and the strategic objective is for UMB to "create a sustainable, equitable, and inclusive culture of care that collaboratively engages and embraces all members of the University community, and broader community, with respect and in a manner that fosters belonging, understanding, trust, and equity." The strategic outcomes include that UMB "is inclusive and actively seeks input from stakeholders at all levels and of all backgrounds when identifying opportunities, planning and setting goals, and making decisions"; "actively recruits, retains, supports, and advances diverse students, faculty, and staff, demonstrating a commitment to our core value set of Equity and Justice"; "provides professional and educational programs and initiatives that build capacity, equity, and respect, and support the well-being, sense of belonging, and success of all members of the University community"; and "communicates in a manner that is empowering, inclusive, and demonstrates cultural humility."

All the schools and major units at UMB developed goals based on Theme 3. A Strategic Plan Implementation Management System (SPIMS) is used to store all strategic plan SMART (Specific, Measurable, Achievable, Realistic, Timely) goals, risk assessments, and progress reporting for each school or unit. There are currently eighty-eight strategic goals in SPIMS that include equity, inclusion, diversity, or social justice. Progress of goals are submitted to and evaluated bi-annually by Institutional Effectiveness, Strategic Planning, and Assessment (IESPA).

UMB is making progress towards increasing gender and racial diversity in UMB leadership and at some mid-management levels, for which we were recently recognized by both Forbes magazine and Executive Alliance. We are also updating existing policies and creating new policies to improve DEI. One example is the UMB Policy on Contributions to Diversity Statements by Candidates for Employment, Promotion, or Re-Evaluation. Human Resource Services (HRS), Office of Equity, Diversity, and Inclusion (OEDI), and the Office of the Provost collaborated to develop the policy. The policy requires a diversity

UNIVERSITY OF MARYLAND, BALTIMORE
SPRING 2023 INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY REPORT
APRIL 10, 2023

statement submission for upper-level management, leadership, and specialized positions, which will assist search committees to identify candidates who could potentially advance diversity, equity, and inclusion at UMB. Another example is the recent development of an institutional data dashboard that maps and tracks the current state and progress of EDI across all schools and administrative units by examining staff and faculty presence, recruitment, retention, promotion, and access. The dashboard provides deans, vice presidents, and other institutional leaders the ability to map and address EDI gaps and opportunities and develop change and implementation strategies.

Progress is also being achieved through planning and assessment efforts such as the creation of UMB's first-ever diversity strategic plan (DSP), beginning in Fall 2022. This plan will serve as a roadmap and framework to advance DEI at UMB. The committee has adopted a data-driven, evidence-based approach to identify university equity, diversity, and inclusion (EDI) priorities and needs. The committee extensively reviewed surveys, climate studies, the UMB strategic plan and core values, university-wide strategic goals and outcomes, and best practices at UMB and throughout higher education and industry to inform the plan's development. The review uncovered major themes to guide this work, categorized as Climate/Experience; Recruitment/Retention; Professional Development/Career Advancement; and Education, Scholarship, and Service. The Committee is leading listening sessions by positional and personal identities, supplemented by an interactive website through the platform Konveio for the UMB community to provide input. Feedback from these sources will be reviewed by the Committee and considered in the creation of the DSP. The Committee's goal is to finalize the DSP by Fall 2023.

Including DEI as part of the University's strategic plan, the creation of the Diversity Strategic Plan, the launch of the data platform, and the creation of the Contributions to Diversity Statement policy are all important steps towards further enhancing cultural diversity at UMB. With all our progress, there are still opportunities for improvement. Employee recruitment is an area identified for continued improvement. In addition to the Diversity Statement Policy, further standardizing recruitment through policies and assessment practices incorporates equity, diversity, and inclusion in the hiring process. For example, staff and faculty diversity could be improved by using a hiring check list and/or rubric that shows the extent to which diversity was considered during the interview process.

The current DEI political landscape, in which the Supreme Court is considering rolling back affirmative action in college admissions, coupled with organizational cultural challenges, impact our progress and ongoing work.

UNIVERSITY OF MARYLAND, BALTIMORE
SPRING 2023 INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY REPORT
APRIL 10, 2023

2. EFFORTS TO INCREASE NUMERICAL REPRESENTATION OF TRADITIONALLY UNDERREPRESENTED GROUPS

UNIVERSITY-WIDE:

- The interactive online Institutional Data Dashboard and data reports tailored to individual schools, as well as key programs that enhance diversity across our various populations (See Appendix 6).
- HRS prepares a yearly Affirmative Action Plan that focuses on our effectiveness to achieve a workforce that is more diverse, and highlights areas we need to emphasize (See Appendix 5).
- DEI leadership at the campus level and designated DEI leadership at each of the schools that provide learning opportunities for students, faculty, and staff (See Appendix 3).

2.A. Initiatives designed to recruit and retain traditionally underrepresented students.

- The Office of Admissions in the University of Maryland School of Dentistry (SOD) recruits underrepresented students locally by engaging the pre-health advising offices of Bowie State University, Coppin State University, Morgan State University, University of Maryland Eastern Shore, and Hampton University.
- The SOD has active student affinity groups: the Student National Dental Association is an award-winning organization that supports Black dental students, while the Student Hispanic Dental Association supports Hispanic dental students.
- The University of Maryland School of Medicine (SOM) has been using a multi-pronged approach with various strategic initiatives resulting in near tripling of the proportion of underrepresented students in each first-year class since 2020.
- The SOM's retention efforts include, but are not limited to, unconscious bias, allyship and social determinants of health education incorporated into the medical education curriculum for all students; and unconscious bias education required for all SOM faculty. The SOM appointed an Assistant Dean for Student Diversity and Inclusion who engages and advises the Student Diversity Council; and there are multiple active student affinity groups.
- The School of Social Work (SSW) EDI office developed a Book Lending Program that provides free, easily accessible textbooks and other materials to SSW students.
- The Graduate School promoted syllabus focused on Equity and Justice and collaborated with Faculty Center for Teaching and Learning (FCLT) on Inclusive Pedagogy professional

UNIVERSITY OF MARYLAND, BALTIMORE
SPRING 2023 INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY REPORT
APRIL 10, 2023

development. Co-curricular student programming includes a weekly professional development newsletter offering a wide array of JEDI (Justice, Equity, Diversity, and Inclusion) topics and monthly meetings addressing social identities.

- At the 2022 Historically Black Colleges and Universities Career Development Marketplace (HBCU CDM), UMB provided opportunities that catered to students interested in continuing their education pathways into graduate school. The Graduate School provided academic opportunities for those interested (See Appendix 5).

2.B. Initiatives designed to recruit and retain traditionally underrepresented faculty.

- The Faculty of Color Network was launched in the Fall of 2022 with goals including strengthening overall faculty diversity and development and supporting the recruitment, retention, and overall success of faculty from underrepresented groups (See Appendix 2).
- In 2022, OEDI cosponsored with the schools eleven faculty from underrepresented groups, to participate in the National Center for Faculty Development and Diversity's (NCFDD) twelve-week on-line Faculty Success Program.
- The SOM Diversity Advisory Council developed the SOM Equitable Faculty Search Guidelines, recommending diverse gender, racial, and ethnic representation on and requiring implicit bias training for search committees; regulating broad strategic posting and advertisement of available positions to enhance diversity of the applicant pool; and mandating consistent evaluation metrics for candidates. In addition, the University of Maryland School of Medicine was one of only 5 academic medical institutions in the country to be awarded the prestigious NIH (National Institutes of Health) FIRST Award, which provides funding to recruit a diverse cohort of underrepresented early career faculty to the SOM.
- Faculty retention efforts at the SOM include multiple invited DEI-focused lectures open to all faculty and staff and the appointment of an Associate Dean for Faculty Diversity and Inclusion (See Appendix 4).
- SSW expanded the Faculty Annual review to include a section specifically on DEI Efforts.
- The University of Maryland School of Pharmacy (SOP) developed the first diversity plan for M-CERSI Competitive renewal to increase participation of Black and Hispanic faculty who are underrepresented in regulatory science as principal investigators.

2.B. Initiatives designed to recruit and retain traditionally underrepresented staff.

UNIVERSITY OF MARYLAND, BALTIMORE
SPRING 2023 INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY REPORT
APRIL 10, 2023

- Recruitment efforts for traditionally underrepresented staff such as veterans, women, minorities, and disabled people includes HR (Human Resources) regularly attending job fairs such as the Maryland National Guard, Baltimore Port Alliance Hiring & Career Expo, the Historically Black Colleges and Universities Career Development Marketplace (HBCU CDM), and communicating open UMB positions to the Maryland Workforce Exchange to various Departments of Labor and Rehabilitation (DOL and DOR) and DOR constituents. Other HRS efforts include the monthly Workforce Wednesday, a career-focused open house at the Community Engagement Center (CEC) where community members can receive assistance with online job searches, résumé review, interview skills, explanation of the application process and understanding job descriptions; and Project Search, a model in workforce and career development for adults and students with disabilities (See Appendix 5).
- The SOP integrated Commitment to Diversity Statements into position descriptions and postings.

3. *INCREASE NUMERICAL REPRESENTATION OF TRADITIONALLY UNDERREPRESENTED GROUPS*

3.A. Curricular initiatives that promote cultural diversity in the classroom.

- The Intercultural Center, under UMB Student Affairs, provides cultural heritage month events, intergroup dialogue opportunities, training and development experiences (e.g., poverty simulation), identity-based advisory boards (e.g., students who are parents/caregivers), a podcast, as well as additional resources and programming. The Intercultural Center regularly collaborates with student organizations, staff, faculty, and community groups to offer initiatives such as Portraits of East Baltimore’s Reservation, First-Generation Celebration Week, Black Professionals on the Rise, and Transgender Empowerment & Advocacy Week (See Appendix 3).
- UMB received the 2022-2023 First-gen Forward Designation (See Appendix 3)
- The School of Dentistry (SOD), regularly communicates through announcements and social media posts about UMB recognition week information and programming specific to all cultural diversity programming, resourcing, etc. Some examples include [Safe Space Training; Intercultural Center Events, Programming, and Resourcing; Black History Month Programming, Events, and Resourcing.](#)

UNIVERSITY OF MARYLAND, BALTIMORE
SPRING 2023 INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY REPORT
APRIL 10, 2023

- The [Learning Institute](#) sponsored by Intercultural Leadership and Engagement within UMB Student Affairs offers online and in-person experiences designed to foster the professional development of the UMB community regarding a variety of DEI topics, for which they can earn a digital badge or micro-credential (See Appendix 3).
- Co-curricular programming at University of Maryland Francis King Carey School of Law (SOL) includes orientation training to help SOL students develop cultural competency.
- Co-curricular programming for students in the SOM includes access to multiple student-run organizations that support cultural diversity and identity. Many of these affinity groups provide programming that addresses elements of social support, workforce diversity, social justice, and inclusion (See Appendix 3).
- [MSW \(Master of Social Work\) Leading for Equity, Anti-Racism, and Diversity](#) is offered through the Leading for Equity, Anti-Racism, and Diversity (LEAD) Institute at SSW.
- The SOP developed and integrated new antiracism and anti-oppression terminal performance outcomes for the PharmD Curriculum.

3.B. Faculty Training Programs

- The Faculty Center for Teaching and Learning (FCTL) co-sponsored twenty-three faculty members who participated in [Lumen Circles](#); centered 7 inclusive teaching topics in their podcast; launched ALLY, a Blackboard tool that monitors the accessibility of online course documents, and supported the development of curriculum in the following new programs which are grounded in cultural diversity frameworks (See Appendix 4).
- The SSW Monthly 1-hour virtual learning communities focuses on social identities and thriving in the graduate school and a weekly newsletter offering professional development on a wide array of JEDI topics.
- Annual SOD faculty and staff retreat has focused on cultural training.
- SOL host faculty gatherings focused on ways to infuse cultural competency throughout the curriculum. A recently formed reading group focuses on understanding how to view the first-year curriculum through a critical race theory lens.
- SOP piloted the first Implicit Bias Training for faculty on the PharmD Admissions Committee December 2022.

3.B. Staff Training Programs

UNIVERSITY OF MARYLAND, BALTIMORE
SPRING 2023 INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY REPORT
APRIL 10, 2023

- HRS provides many staff training opportunities including career development consultations and the Cultural Proficiency module, offered three times per year; and Diversity related content (See Appendix 5).
- The SOM has multiple invited DEI-focused lectures and departmental DEI lecture series open to all faculty and staff.
- Cultural Competence is integrated into the [Emerging Leaders](#) Program.
- The EDI Office in SSW offers training and coaching series designed to increase participant's understanding of their own bias, systemic oppression, and making change through concrete action steps.
- Administration and Finance (A&F) hired an Executive Director of Diversity in 2022. The Executive Director's focus for the *first year is creating and rolling out a holistic organizational DEI approach (See Appendix 5).*

4. CURRENT EMERGING POPULATIONS UNDERREPRESENTED IN HIGHER EDUCATION

Underrepresented populations vary in higher education depending on discipline. For example, males, not traditionally categorized as underrepresented, are underrepresented in Nursing education and profession. Black, Hispanic and Latinx, Native American, Asian, Pacific Islander, and people of two or more races, people with disabilities, women, people from lower socioeconomics, and people from the LGBTQ+ community are underrepresented in higher education as students, faculty, staff, and leadership.

5. OTHER INITIATIVES THAT ARE CENTRAL TO THE CULTURAL DIVERSITY PLAN

A new Diversity Advisory Council (DAC) model was implemented in Spring of 2023. The purpose of the new DAC is to advise and provide comprehensive feedback to the UMB VP/CDO on University goals, initiatives, and other priorities to advance diversity, equity, inclusion, justice, anti-racism, and anti-oppression at UMB.

OEDI launched a DEI focused innovations grant in 2023 for innovation projects and initiatives that advance Belonging (Be) and Justice, Equity, Diversity, and Inclusion (JEDI) at UMB with a particular focus on UMB's Strategic Plan University Culture, Engagement, and Belonging theme. (See Appendix 2).

APPENDIX
UNIVERSITY OF MARYLAND, BALTIMORE
SPRING 2023 INSTITUTIONAL PROGRAMS OF DIVERSITY REPORT

Appendix 1: University's Cultural Diversity Plan

UMB (University of Maryland, Baltimore) [2022-2026 Strategic Plan](#) was released in December 2021, and began implementation during the summer of 2021. One of its six strategic themes for which all administrative units must develop strategic implementation goals focuses on University Culture, Engagement, and Belonging. New initiatives tied to that theme and others will advance anti-racism, DEI (Diversity Equity and Inclusion) (Diversity Equity and Inclusion), and social justice efforts. This plan is the foundation for developing UMB's first-ever 2023-2027 Diversity Strategic Plan (DSP).

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

**UNIVERSITY OF MARYLAND,
BALTIMORE COUNTY**



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Spring 2023 Institutional Programs of Cultural Diversity Report

Institution: University of Maryland, Baltimore County (UMBC)
Date Submitted: April 10, 2023
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SECTION 1

One of the fastest-growing and most diverse public research universities in the nation, UMBC, a United States Department of Education (USDE) designated Minority Serving Institution, has integrated many of its diversity-related efforts into the fabric of its administrative function in support of all students, faculty, and staff and through community engagement.

UMBC develops its strategies and evaluates its progress through multiple units and processes, paying attention to trends in applications, admissions, enrollment, and graduation rates at the graduate and undergraduate levels, using surveys and data disaggregated by race, ethnicity, sex, age, first-generation status, financial aid eligibility, residency, disabilities, enrollment status, military service, time to degree, degree completion, and more. UMBC reports results through USM-required assessments, such as Managing for Results and Annual Program Reviews, and internally when making decisions and setting policies.

As part of its self-evaluation process, UMBC learned by disaggregating data that it has achieved an undergraduate population representing the diversity found in Maryland. As of fall 2022, 61.2% of UMBC's undergraduates are minorities, mirroring the state of Maryland's population per the 2020 Census count of 53% non-white, reflecting a minority enrollment considerably higher than the average of UMBC's peers and other Maryland four-year institutions exclusive of HBCUs. With 23.3% Asian American, 22.8% African American, 9.3% Latinx, 6.0% Two or More, American Indian, or Native Hawaiian/Pacific Islander, 32.4% White, and another 6.1% International or Unspecified, UMBC exceeds its FY 2025 enrollment target of 20% undergraduate African American students.

Disaggregated data showed UMBC must continue to support and improve the graduation rates of Black male transfer undergraduate students. The **Black Student Success Initiative**, a focus of UMBC's participation in the **University Innovation Alliance** (UIA) discussed in Section Two, continues the university's mission to understand and improve the experience of this student population. Upcoming initiatives planned to yield change are presented in Appendix 2.

SECTION TWO

Students

The Office of Academic Opportunity (OAO) in the Division of Undergraduate Academic Affairs (UAA) provides resources and support facilitating the academic success of traditionally underrepresented students in postsecondary education, including low-income, first-generation, and minority students, as defined by the USDE. The OAO directs its activities toward pre-college students who seek to attend postsecondary institutions, UMBC students who strive for academic success, and students interested in enrolling in graduate study. OAO programs include:

- **The First Generation Network (FGN):** FGN collaborates with the Office of Academic and Pre-Professional Advising to provide pre-enrollment resources and outreach, and with the Office of

Academic Engagement and Transition Programs support for participation in UMBC's Summer Bridge Program. Planned programming recognizes first-generation students' accomplishments and provides community support as they progress toward graduation.

- **Educational Talent Search:** This federally Funded TRIO program provides exposure to postsecondary education options to low-income, first-generation Baltimore County Public School System middle and high school students to increase the rate at which participants complete secondary education and enroll in and graduate from postsecondary institutions.
- **Upward Bound Program:** This program helps develop and enhance the skills of students enrolled in Baltimore City and Baltimore County public school systems through academic and cultural enrichment activities, motivating these students to enroll and graduate from college. To ensure students' complete development, participation in program activities is mandatory.
- **Upward Bound Math and Science (UBMS):** This program strengthens participating students' academic skills, helping them develop their potential to excel in math and science and encouraging them to pursue postsecondary degrees in STEM fields and careers. UBMS serves Baltimore County and Baltimore City students who demonstrate academic potential and commitment to obtaining a four-year college degree.
- **The Ronald E. McNair Post Baccalaureate Achievement (McNair Scholars) Program:** The McNair Scholars Program provides research, mentoring, and other scholarly activities that prepare students from diverse backgrounds with demonstrated academic potential for graduate education. The program aims to increase the attainment of doctoral degrees by underrepresented students.
- **The Louis Stokes Alliances for Minority Participation Program (LSAMP):** LSAMP focuses on increasing the number of STEM bachelor's and graduate degrees awarded to historically underrepresented populations to help diversify the STEM workforce. UMBC's LSAMP program includes summer and academic year research programs, graduate school and professional development workshops, on-campus advising, and national and international conference travel and participation.
- **EMPOWER:** Empower is an Off-Campus Student Services (OCSS) cohort-based program for transfer students who self-identify as women and femmes of color. It provides transfer students a place to connect to other transfer students and UMBC resources and to attend social or career-focused events.
- **Transfer Engagement and Achievement Mentoring (T.E.A.M.) Program:** This collaboration between OCSS and faculty and staff increases the persistence and retention of underrepresented male transfer students through mentorship, awareness of transfer-specific resources, and an environment where students of color have fun, discuss important issues, motivate each other, and find academic and social success.

Other UAA-offered programs and services include **Returning Women Student Scholars** through the **Women's Center**, which provides scholarship funding and events. UAA also houses Academic Engagement and Transition Programs, including **The Discovery Scholars Living-Learning Community**, where the **Intercultural Living Exchange** promotes cultural diversity, **First-Year Seminar, Introduction to an Honors University, The Community Read, Summer Bridge Program, and Transfer Seminars**. While these programs are available to all students, they provide services to low-income and other educationally challenged students likely to need support. The same is true of the **Academic Success Center**, which provides centralized support services to all undergraduates.

Enrollment Management (EM) provides additional services and programs for educationally disadvantaged students. Representative examples include:

- **a reception and overnight event** for academically talented Hispanic/Latino high school students;

- **Raise.me:** A partnership with Raise.me, which targets under-represented (ethnic and socio-economic) public school system students to offer micro-scholarships encouraging and rewarding academic choices that prepare students for college success;
- Financial Aid Outreach with **Building Steps**, which serves first-generation and minority students in Baltimore City to encourage them to attend college with a focus on STEM; and
- **Golden Ticket Pre-Orientation Advising** allows first-generation students and their families to meet with an advisor before orientation for an overview of academic requirements and planning tools, address questions and concerns, and create a schedule.

FinancialSmarts: EM also offers UMBC FinancialSmarts, a literacy program that gives students the tools to make informed and effective financial decisions. FinancialSmarts prepares students to manage their budgets, bank accounts, assets, and debt as they master their academic pursuits.

Finish Line: EM has re-recruited hundreds of students who left UMBC before earning their degrees via the Finish Line. Since its 2020 launch, over 200 Finish Line students have earned their degrees. The average age of a Finish Line enrolled student is 31, and the average number of previously earned credits is 115.

The Black Student Success Initiative: As part of its work with the University Innovation Alliance (UIA), UMBC established its Black Student Success Initiative (BSSI) team in 2021 and analyzed institutional data to understand barriers to success. UIA is the leading national coalition of public research universities committed to increasing the number and diversity of college graduates in the U.S. by focusing on eliminating disparities in educational outcomes based on race and ethnicity, income, first-generation college student status, gender, and geography. UMBC's BSSI Spring 2023 grant application, which will be followed by a series of focus group discussions to better understand the Black student experience, is planned to increase the academic success of enrolled Black male STEM transfer students. Appendix 2 provides additional information related to this effort.

Meyerhoff Scholars Program continues to increase the representation of minorities in science and engineering. Program components include recruitment, financial aid, a summer bridge experience, study groups, advising and counseling, tutoring, summer research internships, individually paired mentors, faculty and administrative involvement and support, and family involvement. This program evaluates its success by tracking the STEM Ph.D. or M.D./Ph.D. graduate programs in which alums enroll and degrees earned. Success is also assessed by comparing graduate enrollment and degrees earned against those students who declined the Meyerhoff Scholars Program to attend another university.

U-RISE is a research training scholarship program for juniors and seniors majoring in the life sciences, physical sciences, engineering, and mathematics with an outstanding academic record, a strong desire to pursue a Ph.D. degree and a career in biomedical research, and a demonstrated commitment to increasing the number of persons from underrepresented groups who pursue these goals. U-RISE Scholars receive individualized academic advising, guided preparation for graduate school, and continuous administrative support and professional development activities. Participating in an extended research project throughout the academic year is critical to development.

Graduate Research Training Initiative for Student Enhancement (G-RISE): UMBC's College of Natural and Mathematical Sciences has been awarded \$5.6 million over five years from the National Institutes of Health to fund the Graduate Research Training Initiative for Student Enhancement (G-RISE). The program supports graduate students from underrepresented groups in STEM with up to three years of funding and an array of

training opportunities. The goal is to help participants select and prepare for a range of career paths in academia, industry, government, entrepreneurship, or beyond.

The Center for Women in Technology (CWIT) is a merit-based scholarship program for undergraduate students who identify as women majoring in computer science, information systems, business technology administration (with a technical focus), and engineering or a related program. CWIT also supports K-12 girls through programs encouraging their interest in and identification with computing and engineering.

Administrative Staff

The Department of Human Resources (HR) offers Inclusive Search training sessions and additional diversity-related programs, including programming that addresses Managing Different Generations in the Workforce, Intercultural Communication, and Unconscious Bias. HR will roll out a session on Inclusive Leadership this summer through a Justice, Equity, Diversity, and Inclusion partnership with the University of Baltimore.

Building Bridges Across Maryland Program is an application-based program that fosters professional leadership development, collaboration, and idea sharing between six regional colleges and universities and UMBC, to which administrative staff can apply.

The Personal Leadership and Project Management Program immerses participants in an evidenced-based systems view of leadership and applies concepts and practices from neuroscience, organizational and behavioral science, project management, and business innovation to individual, group, and project work.

The Wellness Initiative creates programming, activities, and resources that support and sustain the emotional, environmental, financial, nutritional, physical health and wellness of the UMBC workforce creating a community of sound mind and body.

Student Affairs Inclusive Hiring Process: The Division of Student Affairs developed and implemented a Student Affairs Inclusive Hiring Process, including a toolkit offering tips, recommendations, and divisional expectations around mitigating bias and diverse recruitment. Appendix 2 provides additional information on the Division of Student Affairs' diversity action plan processes.

Faculty

Interfolio Faculty Search is an online faculty search software whose required use improves diversity recruitment efforts. The software receives applications, allows UMBC to monitor applicant pool diversity throughout an active search's lifecycle, and increases transparency.

UMBC's Affinity Groups, committees, and associations improve the recruitment, visibility, and retention of its faculty and staff and provide professional development, mentoring, and support to help colleagues succeed. The current affinity groups are the Asian and Asian American Faculty and Staff Council, the Black Faculty Committee, the College of Arts, Humanities, and Social Sciences Women's Faculty Network, the Latinx and Hispanic Faculty Association, the LGBTQ+ Faculty/Staff Association, and Women in Science and Engineering.

The Fellowship for Faculty Diversity supports scholars, artists, and creative practitioners committed to diversity, equity, inclusion, and access in the academy, preparing them for possible tenure track appointments at UMBC. Launched in 2011, the program has supported 20 scholars. Eleven former fellows are now UMBC faculty. Of the 20 fellows hosted since 2011, 19 are faculty in higher education.

The CNMS Pre-Professoriate Fellows Program supports scholars in experimental sciences committed to diversity in the academy and prepares those scholars for possible tenure-track appointments at UMBC. It also supports departments and programs by enriching their intellectual communities through the increased representation of diverse research, teaching, and service perspectives. And it benefits students by providing them with access to diverse perspectives and learning opportunities in the laboratory and classroom in preparation for a globalized economy. The program converted all four former fellows to tenure-track faculty positions at UMBC.

On-Ramps Program was launched in 2015 to accelerate the career progression of associate professors to full professors. UMBC hosted 12 associate professors, six of whom are now full professors. UMBC adapted the program to support assistant and associate professors whose research careers have been impacted by the COVID-19 pandemic with 2-years of targeted research support. In 2022, UMBC awarded seven faculty with On-Ramps funding.

The Eminent Scholar Program facilitates a 2-year formal mentoring relationship between a newly hired UMBC tenure-track assistant professor and a prominent researcher/practitioner in their field. This relationship connects the UMBC faculty member to their larger research and/or creative, artistic community to enhance their success as they advance through academia.

The ADVANCE Leadership Program uses the cohort model and focuses on intentional career advancement. It aims to promote the advancement of women STEM faculty to positions of leadership, provide funding for professional development opportunities that will assist in developing the necessary skills needed to thrive in positions of leadership, and disseminate knowledge gained from sponsored development opportunities to other faculty at UMBC.

NIH First Grant: UMBC and the University of Maryland School of Medicine received the NIH First Grant, a five-year, \$13.7 million grant to enhance the recruitment and training of a diverse cohort of junior faculty with a strong commitment to diversity, equity, and inclusion. Funding is through the NIH Common Fund Faculty Institutional Recruitment for Sustainable Transformation program, founded to support efforts to hire groups of diverse, early-career research faculty. The grant enables UMBC to hire four faculty members, each of whom will have cross-campus appointments at both institutions.

RISE UPP Alliance: UMBC expanded its work boosting academic diversity to the national level through a new NSF INCLUDES Alliance: Re-Imagining STEM Equity Utilizing Postdoc Pathways (RISE UPP). The RISE UPP Alliance is modeled after the AGEP PROMISE Academy, a high-impact initiative co-led by UMBC that supports faculty diversification in the biomedical sciences across USM institutions. RISE UPP helps R1, R2, and teaching-intensive institutions recruit and train postdoctoral scholars from underrepresented backgrounds in STEM, facilitating their progression into tenure-track positions.

The Inclusion Imperative is a major initiative to promote diversity and inclusive excellence in the humanities, made possible by a grant from the Mellon Foundation. UMBC, in partnership with Bowie State University, Coppin State University, and Howard University, has cultivated a regional network of scholars committed to diversity and inclusion in the humanities. These partnerships have guided the development and implementation of the Inclusion Imperative's three programs: the Diversity Teaching Network in the Humanities, the Visiting Faculty Fellowship Program, and the Humanities Teaching Labs.

The Breaking the M.O.L.D. Program creates a pipeline to senior leadership in higher education for faculty members of color, women from the arts and humanities, and others with a record of promoting diversity within the academy. Supported by a grant from the Andrew W. Mellon Foundation, this initiative is led by six women in senior leadership serving as principal investigators, five of whom are Black. Breaking the M.O.L.D. is a partnership between UMBC, the University of Maryland at College Park, and Morgan State University.

SECTION 3

UMBC's Faculty Development Center (FDC) promotes positive interactions and cultural awareness in the classroom by providing programming dedicated to creating an inclusive course climate and resources for the diverse classroom, difficult conversations, and trauma-informed pedagogy.

The Inclusion Council, composed of students, staff, faculty, and alums working with the campus community, provides advice and guidance to the **Office of Equity and Inclusion (OEI)** from various perspectives. Members act as OEI ambassadors across campus, and Inclusion Council meetings provide a venue for discussing equity issues. UMBC's **Retriever Courage** initiative is now a part of the Inclusion Council's work, which is also advised by the Retriever Courage Faculty/Staff Advisory Committee.

The Initiatives for Identity, Inclusion & Belonging (i3b) creates opportunities for students to build their awareness and knowledge of diverse people, cultures, and belief systems through curricular initiatives and co-curricular programming. Initiatives include "**Social Justice Dialogues**," a seminar on teaching techniques to engage in constructive conversations across differences. Programming examples include **SistaCare**, a self-care and community-building group open to Black/Africana women and femmes, regardless of gender expression, and **The Multicultural Leadership Experience**, which provides a space for students who identify with underrepresented or marginalized backgrounds to discover their capacity to lead.

UMBC hosts three cultural centers: **The Pride Center**, **The Mosaic: Center for Cultural Diversity**, and **The Gathering Space for Spiritual Well-Being**. All offer training and programs focused on identity and belonging. To create an inclusive and equitable environment for all, i3b offers three "zone" training - **FaithZone**, **SafeZone**, and **DreamZone** - focused on building awareness, knowledge, and allyship behaviors.

The Office of Health Promotion collaborates with departments to implement culturally responsive and identity-based **Community Conversations** focused on stigma reduction and behavior change around mental health and well-being within marginalized communities.

The Office of Off-Campus Student Service (OCSS) provides initiatives and co-curricular opportunities for transfers, commuters, adult learners, and veterans. With a focus on responding to the needs of Black male transfers, **TEAM** is a cohort-based program focused on academic success from a culturally responsive lens.

The Center for Democracy and Civic Life's Dinner with Friends brings students, faculty, staff, and alums together for small-group conversations about issues affecting UMBC's campus community on enacting equity and justice, mental health and well-being, creating community, and inclusion with respect to religion, belief, and spirituality and other topics.

The Office of Residential Life engages with all residential students through a curriculum that focuses on developing cultural competence, interacting across differences, and engaging in restorative practices.

SECTION 4

UMBC's Chosen Name Initiative allows students to select the first, middle, and last names and pronouns they wish to use for community purposes. The initiative furthers a culture of inclusivity, creates a supportive learning environment that embraces people as they choose to identify, and lets students specify their gender identity and LGBTQ+ affiliation. Students and alumni can update their UMBC records anytime with their social identifiers.

The Center for Global Engagement (CGE) helps to bring the world to UMBC and share UMBC with the world. In Spring 2023, more than 2,200 international students from 105 countries enrolled at UMBC. CGE facilitates training and cultural exchange programs for international high school students and professionals. CGE also works to help students access international education experiences, such as study abroad. CGE has worked closely with campus and community partners to support asylees, refugees, and other displaced individuals resettled in Maryland.

The Retriever Essentials Program is a faculty, staff, and student-led partnership that promotes food access in the UMBC community. It includes a campus food pantry, food distribution zones for pre-packed bags of groceries, and a save-a-swipe meal swipe donation/distribution program. Over 38,000 pounds of food were distributed in fall 2022.

SECTION 5

DEIA in the Promotion and Tenure Process: Other initiatives central to the cultural diversity plan include UMBC's recognition of DEIA efforts in the promotion and tenure process. After a review of UMBC's existing procedures and policies and those of its peer institutions and USM, at the recommendation of the Inclusion Council and other stakeholders, changes expressing UMBC's commitment to inclusive excellence that recognize and reward the DEIA efforts of faculty at all levels were made to the Faculty Handbook.

1. Section 6.2, "UMBC Criteria for Faculty Appointment and Promotion," was amended to state that UMBC is committed to creating an inclusive culture and DEIA work is recognized and reviewed in research, teaching, and service.
2. Section 6.3.4.1, "Report of Department Chair," requires the Chair to affirm that the review process recognized work presented in the candidate's dossier contributing to DEIA in research, teaching, and service.
3. Section 6.10, "Departmental Guidelines for Promotion and Tenure," was moved to Section 6.4, edited to align with recent changes made elsewhere in the policy, and included these revisions:
 - A preamble reminding departments to create and periodically review promotion and tenure guidelines encouraging and rewarding work that aligns with UMBC's mission and values.
 - The inclusion of a directive in the Teaching and Service categories for departments to include documentation of formal and informal mentorships and other activities that would otherwise be invisible.
 - The revisions to departmental P&T policies will be reviewed and approved at the college level and by the Provost's office.

Faculty Annual Report: To help faculty track and receive recognition for their DEIA activities in their faculty annual reports and self-assessments, UMBC modified the faculty annual report so that faculty can record these activities. UMBC also created a new Mentoring section enabling faculty to document this important service to the community and to flag mentoring with a DEIA component. These modifications, which will be periodically reassessed to improve data collection, were planned to encourage faculty to think about the additional ways in which DEIA efforts can inform research, service, and teaching.

Appendix 1: UMBC Cultural 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)

2019 Diversity Plan-UMBC

- 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-Fellowship (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-Fellowship to tenure-track positions
- Conduct assessment to respond to issues related to staff diversity and student experience

2019 Diversity Plan-UMBC

- Continue to support the five-year initiative to promote diversity and inclusion in the humanities through a grant from the Andrew W. Mellon Foundation (CAHSS; Dresher)
- Continue to bring in and support international professors, researchers and scholars to UMBC via the US Department of State's Exchange Visitor Program (IES)

The Student Experience 3.3

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

The Student Experience 4.1

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

The Student Experience 5.1

- Implement an online immigration case management system for international students (IES)
- Hire an additional advisor to increase access to international student support services (IES)
- Continue to offer a financial literacy introductory session as part of our mandatory new student orientation program
- Continue to provide Financial Smarts Cash Course to hundreds of students
- Continue to pilot the "Financialsmarts Grant," a program designed to encourage financially neediest students to complete our online financial literacy course (EM; FS)

The Student Experience 5.3

- Expand promotion of arts and culture events to students
- Continue to develop intercultural development workshops and simulations for faculty and staff (IES; HR)

The Student Experience 5.4

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

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

The Student Experience 3.2

- Conduct searches for the next cohort of new Postdoctoral Fellows for Faculty Diversity
- Where appropriate consider conversion of current Postdoctoral Fellows for Faculty Diversity and Pre-Professor Fellows to tenure-track positions
- Launch Request for Proposals for multi-disciplinary ILSB-related convergent research initiatives

Collective Impact in Research, Scholarship, and Creative Achievement 1.2

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

FOCUS AREA THREE: Innovative Curriculum and Pedagogy

The Student Experience 3.2

- Conduct searches for the next cohort of new Postdoctoral Fellows for Faculty Diversity
- Where appropriate consider conversion of current Postdoctoral Fellows for Faculty Diversity and Pre-Professor Fellows to tenure-track positions

FOCUS AREA FOUR: Community and Extended Connections

Community and Extended Connections 1.4

- Continue to prepare local high school students from low-income and first-generation college backgrounds to succeed in higher education through the Upward Bound Program
- Continue to work with the “Math Coach” program we launched at Lakeland Elementary Middle School (UAA)
- Staff, students, and faculty continue to play a leadership role in Breaking Ground Imagining America

Community and Extended Connections 3.2

- Develop partnerships with other arts and culture organizations in Baltimore (CAHSS)
- Continue to work with the Choice Program at UMBC which was chosen by Starbucks to be the community partner for their new Baltimore City opportunity cafe under construction in East Baltimore
- Continue to establish the Sherman Center for Early Learning in Urban Communities to improve STEM, literacy, and mathematics education in early childhood
- Continue to partner with Northrop Grumman Foundation and Northrop Grumman Mission Systems to create the new Lakeland Community and STEAM Center
- Continue to implement a professional development program for math teachers at Lakeland Elementary Middle School and expand it to four other schools in Baltimore (UAA)

Community and Extended Connections 3.4

- Continue to offer Summer Enrichment Experiences (SEE) program to 273 K-12 students on campus (DPS)
- Continue to enhance the Office of Extended Learning to offer additional programs for youth and adults, including Summer Enrichment Experiences, Home Visitor Program, How Girls Code, and Maryland Leadership Workshop (DPS)

Community and Extended Connections 3.5

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

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.

**UNIVERSITY OF MARYLAND,
COLLEGE PARK**



UNIVERSITY OF
MARYLAND

2022 Institutional Programs of Cultural Diversity Report

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University of Maryland, College Park

Section 1: A summary of the institution's plan to improve cultural diversity as required by Education Article §11-406

In spring of 2022, the University of Maryland, College Park, adopted Fearlessly Forward, a new strategic plan that centers Diversity, Equity and Inclusion (DEI) as one of six guiding principles: "We are strongest when embracing voices, ideas, perspectives, identities, and experiences across our campus. Together, we work toward justice." This determination to create an inclusive and equitable campus aligns with the two priorities that President Darryll Pines established during his inauguration in 2021: ensure excellence in all that we do; and create a more inclusive, multicultural community for all. UMD strives to create a cultural climate that enables everyone to succeed within a framework of care and belonging.

This effort begins when new community members first join UMD and participate in the TerrapinSTRONG onboarding program, which establishes a shared vision and values for the entire campus community. All new faculty, staff and students participate in the TerrapinSTRONG onboarding course, as well as TerrapinSTRONG onboarding initiatives within their division/college/school. The program creates a sense of belonging and an expectation of personal responsibility among UMD community members, helping individuals build relationships, find support systems, and understand how their work connects to the wider vision of inclusion. TerrapinSTRONG provides information about resources in bias incident reporting, counseling services and additional resources for BIPOC. While the program was created for incoming faculty, staff and students, all faculty and staff were given the opportunity to complete the onboarding course. Since its rollout in 2020, 81% of UMD faculty and staff have completed TerrapinSTRONG. Over the past year, additional elements have been added to the program, including workshops focused on Design for Belonging. Sections of TerrapinSTRONG also acknowledge the exclusionary issues in our shared community history and bring marginalized voices to the table, clearly communicating our commitment to be a welcoming and safe environment as well as the importance of taking care of our community.

Care requires healing, and the University of Maryland has been working to recognize our past and acknowledge the role our university has played throughout its history in denying access and full participation. This important work is the central topic of inquiry for The 1856 Project, UMD's chapter in the international consortium of Universities Studying Slavery. While investigating the history and legacies of human bondage at UMD, the Project also celebrates trailblazers and brings to light the deeds of unsung heroes who left impacts on Maryland. The 1856 Project provides support in examining and understanding the relationship between the University of Maryland and historically Black communities in Prince George's County, including Lakeland, North Brentwood, Rossville and Muirkirk, while creating scholarly activities and outreach and engagement opportunities for faculty, staff, students and other community stakeholders for examining Black histories around slavery and segregation and its familial ties to UMD.

At the University of Maryland, recognition of the past is actualized not just through research and discovery but also through the physical geography of the campus. During the academic years of 2021-2023, the Heritage Community opened with the dedication of two new residence halls, Pyong-Chen Hall and Johnson-Whittle Hall, celebrating diverse trailblazers on the UMD campus. Pyong Su was the first Korean student to receive a degree from any American college or university in 1891, and Chunjen Constant Chen was the first Chinese student to enroll at the Maryland Agricultural College in 1915. Elaine Johnson Coates was the first African American female to graduate with a degree in education in 1959, and Hiram Whittle was the first African American male to be admitted to our

university in 1951. They will forever be symbols of opportunity and progress whose resolve and determination to succeed against all odds serve as an inspiration to all Terps. In addition, the new dining hall adjacent to the Heritage Community is named Yahentamitsi, which means “a place to go to eat” in the Algonquian language spoken by the Piscataway, who are indigenous to Maryland.

Recognition of the physical origins of our university is also observed through the campus land acknowledgement, which recognizes and respects that the Piscataway People are the traditional stewards of the lands where we work, live and learn. The official University of Maryland Land Acknowledgement was created by a working group of students, faculty and staff who collaborated closely with Native and Indigenous Elders. The Land Acknowledgement may be displayed or read aloud at campus events and is available for all units across campus to deploy.

The above description of initiatives that have come to fruition over the past year is important to gaining an understanding of the campus climate at UMD, which is an essential, if not the central, component to improving cultural diversity. Our geographical location and status as a world-class research institution attract a diverse population, but an additional element of that attraction—as well as a critical component of retention—is our ability to create an inclusive climate that celebrates our diverse identities, backgrounds and cultures.

University of Maryland, College Park

Section 2: A description of efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty

Recruiting and retaining a diverse student body is a top priority for the university. In October, the university announced the launch of the Terrapin Commitment, a \$20 million annual investment for need-based financial aid for Maryland students. The program will begin in January 2023 and ensures that tuition and fees are fully covered for Pell-eligible, in-state students who are enrolled full time and have unmet financial need. This will dramatically reduce the financial barriers to obtaining a higher education for low-income Marylanders.

The university continues to take advantage of our geographical location by implementing and enhancing efforts and programs that build strong partnerships with Prince George's County and Washington, D.C., specifically to recruit Black students. While the Office of Undergraduate Admissions (OUA) is not allowed to establish numeric enrollment goals by race, it is our clear intention to improve the recruitment, admission and enrollment of diverse students from our home county. While there is much work to be done, the previous and current efforts have begun to have an impressive impact. From the fall of 2017 to the fall of 2021, the number of Black/African American freshmen admitted for the fall semester has increased by 40%. While we are encouraged by this increase, the number of students who have chosen to enroll has not followed a similar increase and the number of enrolled Black/African American students has increased although not on the same scale as admits during the same time period. As a result, OUA continues to focus its efforts on improving the yield rate among the students who have been successfully recruited and admitted to the university. As we await the Supreme Court ruling on affirmative action and its potential impact, we continue with several recruitment approaches that are already in place, modifying and enhancing a number of efforts to target outreach efforts in Prince George's County in preparation for the court ruling against consideration of race in admissions. For example:

- Now A Terp Mixer for Admitted Students: Evening reception at The Hotel designed to encourage freshman enrollment for African American and Latinx Prince George's County residents.

- Enrollment defense efforts: Personalized outreach efforts designed to address student questions or rectify any outstanding issues that may be hindering enrollment for county residents.
- College Access Conference: While not restricted to Prince George's County, this day-long college application workshop for rising high school seniors will return to an in-person event (subject to COVID restrictions) targeting African American, Latinx and Native American Maryland residents and will have enhanced outreach efforts for Prince George's County residents
- College application workshops, held at the request of school counselors throughout the county
- College readiness summer boot camps, held at the request of the PGCPSS Office of College Readiness and Student Services
- Essay writing workshops, held at the request of the PGCPSS Office of College Readiness and Student Services
- High school visits (held virtually and in person throughout the county)
- Maryland Ascent Program, helps first-generation students from Baltimore schools navigate the complex world of college admission

We are particularly proud of the National Science Foundation rating of UMD as #8 for the production of Black or African American undergraduates who later achieve doctoral degrees. We are strengthening our efforts to increase the number of Black Ph.D. students, including initiatives led by the Office of Graduate Diversity and Inclusion to recruit and support students from underrepresented populations; the new President's Fellowship, for which 40 award offers were made this spring (23 to Black students); and a program to match college/department enhancements to students from underrepresented groups.

Creating an inclusive environment for students continues with the ongoing development of five new cultural centers that will support the following groups: Latinx, Asian Pacific Islander Desi American, Native American and Indigenous, multiracial and biracial, and students with disabilities. The new DICE (Diversity & Inclusion in Computing Education) Lounge is a community space on the first floor of the Brendan Iribe Center for Computing Science and Engineering for students in computing to meet, study, and connect. In addition, the Department of Fraternity and Sorority Life has launched the Agora House on fraternity and sorority row for our NPHC and MGC groups to use as a gathering and programming space. These new culturally centered spaces will join the current LGBTQ+ Equity Center and the Nyumburu Cultural Center for our Black community, which continue providing support and resources for diverse students. The Office of Multi-Ethnic Student Education (OMSE) celebrated its 50th anniversary of providing wraparound academic support services for diverse undergraduate students.

Increasing the diversity and well-being of all staff is a top priority in our strategic plan and one that we are pursuing actively. Our strategic plan boldly commits to making new and sustained investments in our people and communities. Specifically, we aim to lead the nation in living our commitment to equity, diversity and inclusion; to become a connected, coordinated and effective community of care that supports success and well-being; and to align evaluations, rewards and incentives with our goals and values.

To that end, the university now subsidizes employee memberships to Care@Work (Care.com), which provides referrals and care-related content. Finding care for a loved one is one of the most important decisions families make and Care@Work, a flexible platform available via computer or phone, connects families and caregivers. It provides families the tools to help make more informed hiring decisions, wherever care needs arise. Employees are able to post a job and browse through active caregivers on the site, utilize the Safety Center, receive newsletters filled with tips and advice, and access the wealth of care-related content in the online Community. They also have access to view full profiles and reviews,

contact caregivers, purchase background checks, arrange for subsidized backup care, and apply for tuition discounts at participating child care centers. This strategic investment in employees' ability to care for their families aids with retention, particularly in light of care-related challenges that exist in the wake of the pandemic. It also signals to our staff that we understand the importance of their lives outside of work, which are an integral part of who they are on campus.

Over the past year, the university focused on collecting data from staff to discern their perceptions of the current state of their workplace and what kinds of investments would make their work life better. Input was collected through a pulse survey, campus conversations and idea booths set up at staff appreciation events. The information from both quantitative and qualitative prompts provided key findings for meeting staff needs. Among the highlights, we learned that our staff are interested in creating more opportunities for career advancement, developing more ways to recognize staff contributions, and designing more opportunities for staff and supervisors to learn and grow professionally. Additionally, we found that our staff want us to continue to advocate for competitive pay and quality of benefits, continue flexible work options, and ensure diverse perspectives and identities are welcomed at work. We are moving forward immediately on these findings, creating a work group to explore career pathways, staff innovation awards, new and expanded supervisor training and, in conjunction with USM, a comprehensive compensation analysis.

We have clearly communicated to all departments that increasing diversity among our faculty is a priority and have developed financial incentives to enable us to compete with other universities. Our goal is to be a clear leader among AAU universities in the diversity of our faculty, and we will continue to seek out and make offers to underrepresented faculty. The university has recently hired three new deans who bring diversity to our academic leadership.

The University of Maryland launched the FAMILIE (Faculty Advancement at Maryland for Inclusive Learning and Excellence) faculty diversity hiring initiative in March 2021. Through FAMILIE, the University will invest \$40 million over 10 years to diversify its tenured and tenure track faculty. To date, 23 faculty members (14 assistant professors, 9 tenured) from underrepresented populations have been hired through the FAMILIE initiative. In particular, the number of tenured/tenure track faculty who identify as Black/African American has increased from 77 in Fall 2021 to 89 in Fall 2022, for an increase of 13.5%. Since Fall 2015, the number of tenured/tenure track faculty who identify as Black/African American has increased from 72, for an increase of 19.1%. Of 26 underrepresented postdocs, 3 converted to TTK and 4 converted to PTK.

To enhance the capacity of departments, colleges and campus committees to reduce bias and enhance equity in the academic work environment, the ADVANCE Program, in collaboration with the Office of Diversity and Inclusion and the Office of Faculty Affairs, launched an Equity Coaches program. Equity Coaches are faculty and administrators who are well-versed in the literature on bias in the academic work environment and the strategies for mitigating it, as well as in best practices for facilitating equity-based conversations. They will serve as facilitators of a range of ADVANCE workshops related to equity in faculty evaluation and inclusive faculty hiring, among other content areas. Coaches have a proven track of engagement on diversity, equity and inclusion issues in their own unit and/or professional associations; openness to engaging with campus constituents; good communication skills; and the ability to problem-solve quickly. They receive intensive training/coaching from ADVANCE/ODI related to bias awareness/reduction, evidence-based best practices and group facilitation. After completing the training, each coach is asked to facilitate 3-4 workshops in pairs depending on availability, campus interest and skill. We anticipate that Equity Administrators, Diversity Officers, former/current

ADVANCE professors, and others involved in campus DEI activities may be particularly well-suited for this role. In addition, we hope that faculty and administrators who serve as Equity Coaches may be well-suited for serving in campus leadership roles, including as Equity Administrators or Diversity Officers, in the future.

Every college, school and administrative division on campus has a Diversity Officer and an Equity Administrator who meet regularly with their respective groups, convened by the VP for Diversity and Inclusion, in order to share best practices and coordinate campuswide initiatives. The Diversity Officers work with the units' diversity committees and provide guidance to unit leadership for the development of DEI initiatives and programs and retention strategies. The Equity Administrators ensure that the unit's hiring processes align with the university's Search and Selection Equity Guidelines.

University of Maryland, College Park

Section 3: A description of efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus

Multiple cultural training programs for faculty and staff are offered across campus, including required implicit bias training for departments that wish to obtain funding through the FAMILE hiring program for faculty. FAMILE funding also requires the creation of a mentoring plan for faculty hired through the program. In addition to hiring, retention is also an important area of focus, and effective and fair evaluation practices and procedures are important for retention, advancement and overall job satisfaction; yet, as in other areas of decision-making, social and cognitive bias can often impact how we evaluate faculty and staff. Evidence-based training for effective evaluation of faculty for promotion includes bias awareness and strategies to ensure fair and transparent evaluation.

On March 1, 2022, the University Senate overwhelmingly passed a proposal to modify the university's general education diversity requirement, a process that will take several years to implement. We are increasing the number of practicum-style courses that focus on navigating diverse social environments, which offer instruction in communication, conflict resolution, teamwork and coalition-building skills essential for constructive civic engagement. Students are also required to complete a course focused on understanding structures of racism and inequality, which will include fact-based, nuanced discussions of systemic and structural racism throughout history and across the world.

The Office of Multicultural Involvement and Community Advocacy (MICA) coordinates cross-campus efforts to celebrate the rich diversity of cultures on our campus. For each heritage month, MICA produces a calendar of events that pulls together both campuswide and unit-specific efforts. For example, the Black History Month calendar for February included ceremonial celebrations, invited speakers, career and leadership workshops, film screenings, artistic performances, reading and open mic events, and more. In addition, there are hundreds of student organizations on campus, many of which focus on the cultural heritage or interests of student members. These organizations host and sponsor numerous events throughout the year ranging from socials that allow cultural groups to gather and celebrate significant occasions to educational forums that enable everyone in the community to learn more about different countries or cultures. These events provide both formal and more casual ways for students, staff and faculty to interact while learning and having fun.

Even as we create community, we know that the pandemics and other societal events impact our populations in sometimes detrimental ways. The national increase in mental health issues, particularly

among students, has been experienced on all campuses, and ours is no exception. At UMD, the Counseling Center supports the personal, social and academic success of all students and is particularly cognizant of the specific needs of diverse populations. As a result, new counselors are added to staff with intentionality, keeping diversity considerations central to hiring decisions. The staff at the center are diverse in terms of ethnic backgrounds, cultural backgrounds, sexual identities, gender identities, neurodiversities and other aspects of diversity. Diversity considerations will continue to be central as the Counseling Center conducts searches for additional psychologists as the need for staff increases.

On May 16, 2022, the University of Maryland hosted a dedication ceremony for the new Lt. Richard W. Collins III Plaza, which honors the life and legacy of a Bowie State University student who was killed on our campus in an act of hate in 2017. Hundreds of university community members gathered alongside social justice activists, community leaders, government officials and members and friends of the Collins family to remember Lt. Collins and advance important discussions on social justice and equity for all. In addition, a partnership with Bowie State University and the Lt. Richard W. Collins III Foundation, the Social Justice Alliance (SJA), honors the memory and legacy of 1st Lt. Richard Collins III through joint programming including an annual symposium and other events. Information regarding scholarships honoring Lt. Collins is available through the SJA as well as UMD, BSU, and MHEC. Information regarding the murder of Lt. Collins has also been incorporated into TerrapinSTRONG onboarding to ensure that we acknowledge and confront all aspects of our history.

Positive interactions on campus depend upon relationships, and both local and national events have damaged trust between police forces and the populations they serve. In response to Black student issues with policing, a Task Force on Public Safety and Community Policing Report was appointed and produced a comprehensive report in November 2021. Based on the recommendations from the report, in 2022 a Campus Safety Advisory Council was formed that includes membership from students, staff, faculty and the city of College Park. The Council ensures that the task force's recommendations are being acted upon in order to help us move toward more collaborative and trusting partnerships between our public safety officials and the university community.

University of Maryland, College Park

Section 4: A description of emerging populations that are currently underrepresented in higher education

While there have always been students, staff and faculty with disabilities on our campus, we are seeing growing numbers of accommodation requests across all constituencies. In particular, neurodivergent learners are becoming more common at universities and colleges across the country, including ours, and the lack of understanding and the application of the label of "disability" to those who think differently is typical and not always welcome. It will require a major cultural shift for society to recognize and celebrate neurological differences as normal, natural variations in human genomes. Until the needs of all types of learners can be met, accommodations must be made to ensure access. Even as we work to increase staffing to meet the growing need for accommodations, we are preparing our institutions to welcome diverse learners through educational opportunities such as providing resources for Universal Design for Learning.

Legislation and attacks against trans communities across the country has increased over the past year. We recognize that while the brunt of anti-trans legislation is not happening in Maryland, our students, faculty, staff and UMD community are still impacted. The LGBTQ+ Equity Center believes that community

building and peer-to-peer support are the most effective ways to help trans students, faculty, and staff feel seen and protected. They center trans visibility in all of their programs and initiatives. In addition to providing advocacy and mentoring, over the past year the LGBTQ+ Equity Center has launched the following programs and initiatives to increase trans visibility and support:

- Trans Healing Space, both through virtual resources and in person
- Trans Terps Project, an ongoing initiative to educate the campus on trans-centered topics
- The LGBTQ+ Equity Center collaborated with the School of Public Health to use data from their “Sexual and Gender Minority Stress Amid the COVID-19 Pandemic: Implications for LGBTQ Young Persons’ Mental Health and Well-Being” report to inform and provide relevant queer- and trans-centered care and programs in the height of the COVID-19 pandemic and beyond

Moving forward, the LGBTQ+ Equity Center plans to increase trans-centered programs and initiatives and revitalize the Trans Terps initiative while continuing to provide advocacy and mentorship to students, faculty and staff who need to navigate trans issues and policies at UMD.

University of Maryland, College Park

Section 5: If needed, a description of other initiatives that are central to the cultural diversity plan that are not captured in Sections 2, 3, and 4

While Jewish students are not underrepresented at UMD, comprising approximately 30% of the undergraduate student population, the rise of antisemitism that is happening nationally is also occurring on our campus through vandalism and other acts of hate and bias. As a result, the Office of Diversity and Inclusion produced a series of webinars on Jewish identity and antisemitism to educate the campus community about the diverse facets of Jewish identity and beliefs as well as the historical origins and impacts of antisemitism. We plan to continue and expand on these offerings as well as pursuing other avenues to ensure that our Jewish community feels safe on campus.

Every year, our students speak out against the university’s relationship with Maryland Correctional Enterprises (MCE) for purchasing furniture. This is a complicated and nuanced issue not determined by UMD but by the state of Maryland. We will invite informed speakers and experts to offer our community a collective understanding about the prison system and how it interacts with Maryland higher education and began that effort with our Grand Challenges of our Time Presidential Distinguished Forum with Reginald Dwayne Betts '09, a critically acclaimed writer, public speaker and advocate for incarcerated people. We want to ensure that students and other members of our community are educated about the issue and able to benefit from diverse perspectives.

One of the four foundational pillars of Fearlessly Forward, the new strategic plan, is that we take on humanity’s grand challenges. To that end, faculty researches applied competitively for three institutional grants of up to \$1M per year for three years. While all three of the recently announced grantees pursue projects that will benefit underserved populations, the Maryland Initiative for Literacy and Equity will have direct impact on our state and our university. For adults and children living in marginalized communities, full literacy comes with barriers. The project aims to close opportunity gaps that have contributed to longstanding societal inequities, and we look forward to its positive impact on our communities.

FEARLESSLY FORWARD

IN PURSUIT OF
EXCELLENCE AND IMPACT
FOR THE PUBLIC GOOD

THE UNIVERSITY OF MARYLAND
STRATEGIC PLAN



FEARLESSLY FORWARD

IN PURSUIT OF
EXCELLENCE AND IMPACT FOR
THE PUBLIC GOOD

THE UNIVERSITY OF MARYLAND
STRATEGIC PLAN

OVERVIEW / 2

OUR GUIDING PRINCIPLES / 4

OUR PLAN / 6

OUR COMMITMENTS / 8

WE REIMAGINE LEARNING

WE TAKE ON HUMANITY'S
GRAND CHALLENGES

WE INVEST IN PEOPLE
AND COMMUNITIES

WE PARTNER TO ADVANCE
THE PUBLIC GOOD

IMPLEMENTATION OF THE PLAN / 16

FEARLESSLY FORWARD / 19

OVERVIEW





**THE UNIVERSITY OF MARYLAND IS
AN EXTRAORDINARY PLACE—VIBRANT
AND DYNAMIC AND DIVERSE.**

We are a place of learning: a school dedicated to the art and science of education and committed to reimagining teaching and learning inside both classrooms and communities.

We are a campus dedicated to the indisputable value of science and humanities, inquiry and creativity, and comprising tens of thousands of searchers and discoverers working in hundreds of laboratories, libraries, and collaborative spaces. Strategically located just a few miles from the nation's capital, our university is a place where new knowledge is pursued, discovered, and championed.

We are also a community, nearly half a million members strong, of diverse students, faculty, staff, and alumni; a small city of residents and commuters, first responders and health care workers, learners, artists, and athletes; a place where thousands come to work every day to make a difference. Our diversity is integral to our excellence. And ours is a community that is intrinsically connected to our surrounding neighborhoods and our state, our nation, and our world.

The University of Maryland remains, since our founding, an institution of change and progress, and a proud land-grant flagship campus dedicated to the public good.

Our university is evolving faster than at any moment in its storied history. Our guiding principles are helping us to empower the next generation of leaders, artists, writers, educators, scientists, and global citizens to develop creative solutions to the grand challenges of our times.

OUR GUIDING PRINCIPLES

▶ VALUES-DRIVEN EXCELLENCE:

We are committed in all endeavors to surpass good and great to reach new levels of preeminence.

▶ DIVERSITY, EQUITY, AND INCLUSION:

We are strongest when embracing voices, ideas, perspectives, identities, and experiences across our campus. Together, we work toward justice.

▶ IMPACT:

We envision and create a better future for our state, nation, and world through research, education, and service.

▶ INNOVATION:

We aim to transcend the status quo, think creatively, and act to take on the grand challenges of our time.

▶ COLLABORATION:

We accomplish more when we work together for a common purpose.

▶ SERVICE TO HUMANITY:

We are guided by an unwavering commitment to all of our constituencies—students, faculty, staff, partners, allies, and alumni—to fearlessly forge a better world for all humankind.



FEARLESSLY FORWARD:
IN PURSUIT OF EXCELLENCE AND
IMPACT FOR THE PUBLIC GOOD

We must be united in our noble and fearless purpose, because celebrating differences and leveling societal inequities must be among our greatest strengths, because grand challenges demand fearless ideas, and because progress will not be measured in individual achievement, but in our collective accomplishments.

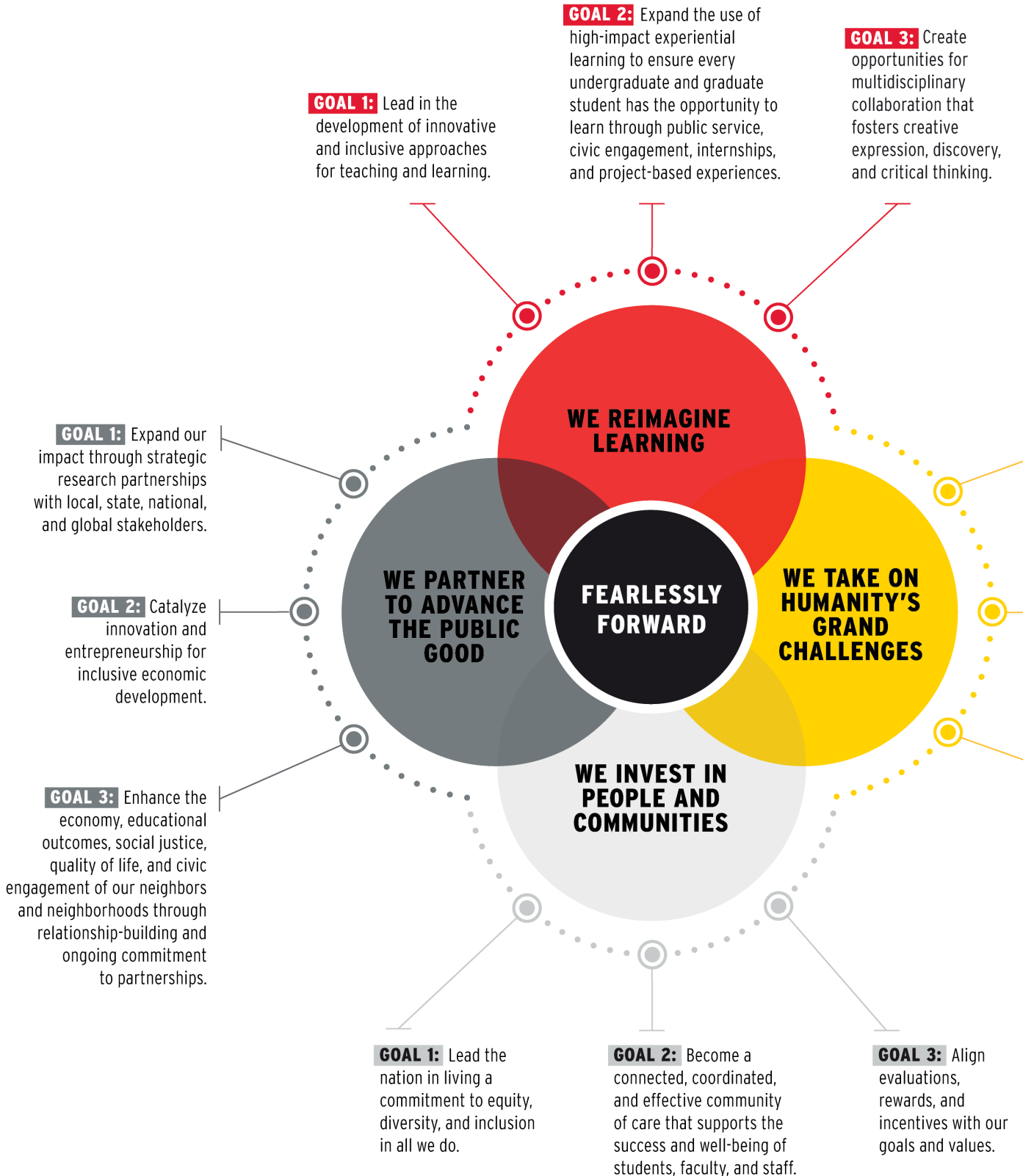
FEARLESSLY FORWARD IN PURSUIT OF EXCELLENCE AND IMPACT FOR THE PUBLIC GOOD: THE UNIVERSITY OF MARYLAND STRATEGIC PLAN presents a bold reimagining of what our university must be to uphold and expand our mission of service to humanity. Our vision is at once ambitious and fearless:

► **OUR VISION:**

TO IMPROVE THE LIVES OF EVERY PERSON ON EARTH, WE WILL REIMAGINE TEACHING AND LEARNING; ACCELERATE SOLUTIONS TO THE GRAND CHALLENGES OF OUR TIME THROUGH CREATIVITY AND DISCOVERY; AND FORGE A DIVERSE AND INCLUSIVE COMMUNITY WHERE OUR DIFFERENCES ARE CELEBRATED AND EQUITY IS RELENTLESSLY PURSUED. TOGETHER, WE WILL DEDICATE OURSELVES TO ADVANCING THE PUBLIC GOOD BECAUSE OUR INDIVIDUAL WELL-BEING IS ENDURINGLY BOUND TO OUR COLLECTIVE WELL-BEING.



OUR PLAN



FEARLESSLY FORWARD:
IN PURSUIT OF EXCELLENCE AND
IMPACT FOR THE PUBLIC GOOD

GOAL 1: Invest in faculty, student, staff, alumni, and partner capacity to take on grand challenges through multidisciplinary and engaged research and curricular innovations.

GOAL 2: Leverage our location near the state and nation's capitals to advance and support evidence-based policy that addresses grand challenges at community, state, national, and global levels.

GOAL 3: Amplify impactful research, scholarship, creative activities, teaching, and service work through communication, visibility, and translation.





WE REIMAGINE LEARNING.

We reimagine learning and teaching as inclusive, experiential, publicly engaged, creative, integrative, holistic, and empowering.

GOAL 1

Lead in the development of innovative and inclusive approaches for teaching and learning.

OBJECTIVES:

- ▶ Expand accessibility of our educational programs through equitable, flexible, inclusive approaches to instructional design and delivery.
- ▶ Rethink and reconfigure our learning environments to balance, integrate, and leverage universal design, technology-rich education, and human connection.
- ▶ Unlock the potential of our campus as a green, connected living-learning environment that is open and accessible to the global community.
- ▶ Imagine new possibilities for advancing lifelong learning with technology and new forms of engagement for learners of all ages.

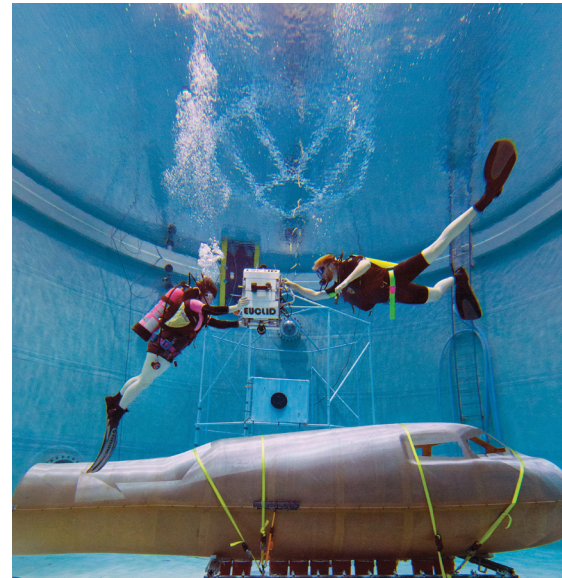


GOAL 2

Expand the use of high-impact experiential learning to ensure every student has the opportunity to learn through public service, civic engagement, internships, and project-based experiences.

OBJECTIVES:

- ▶ Provide opportunities throughout the educational journey for internships, research experiences, and other applied learning experiences.
- ▶ Develop and coordinate volunteer and civic engagement opportunities, and encourage undergraduate and graduate students to engage in work in support of the public good.
- ▶ Grow events and programs that enable students to connect with local community members, organizations, and businesses for civic development, employment, and other forms of learning.



GOAL 3

Create opportunities for multidisciplinary collaboration that fosters creative expression, discovery, and critical thinking.

OBJECTIVES:

- ▶ Build partnerships among the arts, humanities, science, technology, and other disciplines to develop new curricular and experiential offerings that nurture different ways of thinking to spark dialogue, understanding, problem solving, and action.
- ▶ Support indoor and outdoor spaces on campus to advance learning, inspire discovery, and activate creativity.





WE TAKE ON HUMANITY'S GRAND CHALLENGES.

Our education, research, scholarship and creative activities, and service are designed to accelerate solutions to humanity's grand challenges—within our communities and around the globe.

GOAL 1

Invest in faculty, student, staff, alumni, and partner capacity to take on grand challenges through multidisciplinary and engaged research and curricular innovations.

OBJECTIVES:

- ▶ Inspire multidisciplinary collaboration to address grand challenges such as climate change, social injustice, global health, education disparities, poverty, and threats to our democracy.
- ▶ Place interdisciplinary grand challenges at the center of our curriculum, further integrating our education and research missions.
- ▶ Prepare and energize the next generation of critical thinkers and change agents through integrated, experiential, and high-impact learning experiences focused on grand challenges in and outside the classroom.

GOAL 2

Leverage our location near the state and nation's capitals to advance and support evidence-based policy that addresses grand challenges at community, state, national, and global levels.

OBJECTIVES:

- ▶ Expand partnerships with government agencies, policymakers, and community leaders that allow our faculty, staff, and students to contribute meaningfully to our democracy and society.
- ▶ Provide internships, fellows programs, and other place-based experiential learning opportunities for students to directly engage in local, state, national, and global grand challenges.

GOAL 3

Amplify impactful research, scholarship, creative activities, teaching, and service work through communication, visibility, and translation.

OBJECTIVES:

- ▶ Recognize and reward activities that are visionary, translational, and powerful.
- ▶ Communicate the real-world impact of our research, scholarship, and creative activities.
- ▶ Highlight the accomplishments of our graduates.
- ▶ Strengthen the integration of Intercollegiate Athletics into the fabric of the university and leverage its reach and visibility to share research and academic accomplishments.





WE INVEST IN PEOPLE AND COMMUNITIES.

We invest in people, their well-being and advancement, and the conditions that support their ability to fully participate and thrive in our community, state, and world.

GOAL 1

Lead the nation in living a commitment to equity, diversity, and inclusion in all we do.

OBJECTIVES:

- ▶ Ensure every member of our community has access to safe and inclusive campus communities.
- ▶ Introduce every new student, faculty, and staff member to our Terrapin history, traditions, values of diversity and equity, and ongoing efforts to create a more inclusive campus where every member feels they matter and belong.
- ▶ Invest in the capacity of our students, faculty, and staff to learn, teach, work, lead, and engage in dialogue across difference, leveraging diversity and inclusion as central in all we do.
- ▶ Create an actionable and sustainable plan to tackle issues of social justice, equity, and antiracism, both locally and globally, through our research, education, and outreach.

GOAL 2

Become a connected, coordinated, and effective community of care that supports the success and well-being of students, faculty, and staff.

OBJECTIVES:

- ▶ Take action to ensure the financial health of students, faculty, and staff through fundraising, advocacy for additional need-based aid and better wages and benefits, and investments in career readiness and workforce development.
- ▶ Provide innovative and excellent services in areas critical to staff, faculty, and student well-being such as mental and physical health, financial planning, skill development, work-life support, language development, and housing.
- ▶ Connect all Terps locally and globally through enhanced technology, coordinated networks, and accessible communications.

GOAL 3

Align evaluations, rewards, and incentives with our goals and values.

OBJECTIVES:

- ▶ Reenvision faculty promotion systems to promote and reward inclusive excellence; impactful research, service, and civic engagement; and innovative activities that advance the common good.
- ▶ Act together to create a workplace where staff thrive through new opportunities to learn, lead, and advance and are recognized for their talents and contributions.





WE PARTNER TO ADVANCE THE PUBLIC GOOD.

Our future is tied to and interconnected with our local, state, national, and international partners. We will create and sustain partnerships that allow our research to have impact locally and globally, our education to prepare students for civic engagement and impact, and our service to create solutions for a more equitable, sustainable, and resilient world.

GOAL 1

Expand our impact through strategic research partnerships with local, state, national, and global stakeholders.

OBJECTIVES:

- ▶ Create more flexible structures for collaborative, multidisciplinary research, and creative activities that are responsive to grand challenges and state priorities.
- ▶ Accelerate collaboration within the national capital region to ensure our scholarship has an immediate and meaningful impact on policy and practice.
- ▶ Realize the possibilities of “MPowering the State” in partnership with the University of Maryland, Baltimore to strengthen and serve the state of Maryland through collaborative and transformative research and instruction.

GOAL 2

Catalyze innovation and entrepreneurship for inclusive economic development.

OBJECTIVES:

- ▶ Improve the vitality of the state of Maryland by growing and supporting the next generation of diverse innovators, creators, entrepreneurs, artists, and small businesses.
- ▶ Facilitate the transfer of technology and commercialization of our greatest discoveries.
- ▶ Coordinate and grow our innovation and entrepreneurship ecosystem on campus and in the Discovery District.

GOAL 3

Enhance the economy, educational outcomes, social justice, quality of life, and civic engagement of our neighbors and neighborhoods through relationship-building and ongoing commitment to partnerships.

OBJECTIVES:

- ▶ Ensure our university is an engaged and responsive partner with the city of College Park, Prince George’s County, and the state of Maryland as together we seek to improve the quality of life and full participation of our citizenry.
- ▶ Grow and strengthen our partnerships to enhance the PK-20 educational ecosystem for the state.
- ▶ Create opportunities for students, faculty, staff, and alumni to become involved in state and local civic engagement.



IMPLEMENTATION OF THE PLAN

FEARLESSLY FORWARD IN PURSUIT OF EXCELLENCE AND IMPACT FOR THE PUBLIC GOOD: THE UNIVERSITY OF MARYLAND STRATEGIC PLAN is a living document that lays the foundation for innovative new initiatives, balanced with careful attention to providing value to our local community, state, nation, and world. The plan will evolve and grow as we do. Our critical enablers will be keys to the plan's success, and ultimately, to that of the University of Maryland.



OUR CRITICAL ENABLERS

▶ DIVERSE AND ENGAGED COMMUNITY:

Bringing together diverse voices and identities across our campus and the community inspires collaboration and creativity and accelerates solutions to grand challenges.

▶ SHARED GOVERNANCE:

Engaging all students, faculty, and staff in shaping our future advances, our common purpose, impactful and inclusive research, teaching, and service to humanity.

▶ STRATEGIC LOCATION:

Leveraging our location positions us to promote civic engagement, address state and federal priorities, and expand partnerships with government agencies, policymakers, research organizations, and private partners.

▶ INFRASTRUCTURE:

Investing in state-of-the-art facilities and leading technologies enables us to tackle grand challenges, support world-class learning and research, and promote innovation and excellence in ways that are responsible and sustainable.

▶ COMMUNICATIONS AND EXTERNAL ENGAGEMENT:

Sparking dialogue and engagement with alumni and local, state, national, and international partners accelerates and amplifies our real-world impact.

▶ REWARD SYSTEMS AND INCENTIVES:

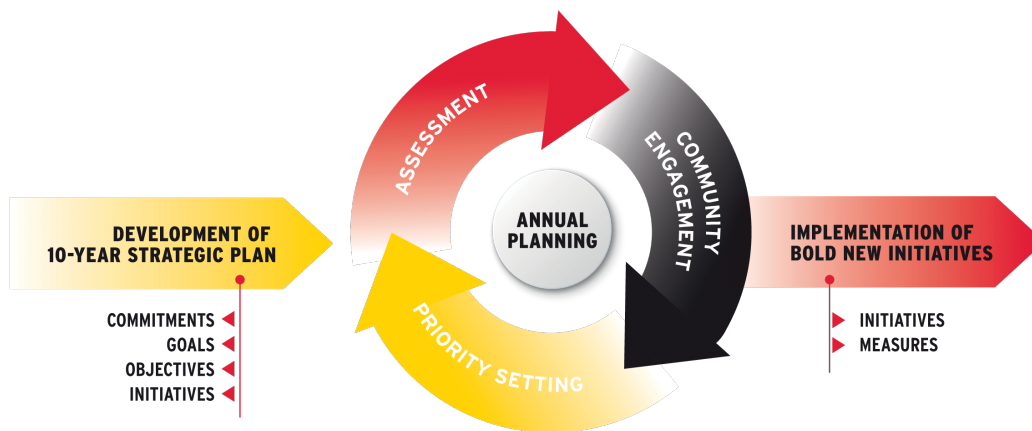
Rewarding and incentivizing behaviors and actions that align with our values increases our capacity to activate creativity, amplify impact and promote inclusive learning.

▶ RESOURCES:

Attracting new resources and promoting effective stewardship of existing resources allows us to invest in high-priority areas that advance our mission and vision.

▶ INCREASED COORDINATION AND AGILITY:

Enhancing internal and external coordination and implementing agile practices position us to further integrate our education and research missions, pursue interdisciplinary collaboration, and expand partnerships.



In the coming months and years, our programs, initiatives, activities, and commitments will demonstrate our dedication to the goals and objectives laid out in this strategic plan.

Through the implementation of this plan over the next decade, the University of Maryland will engage our community in an ongoing process that includes assessment, progress reports, and priority setting so the plan grows and evolves with us.



FEARLESSLY FORWARD

What the University of Maryland does *matters*, and *how* we do it matters. The collective work of every member of our community—faculty, students, staff, and alumni—must be empowered and celebrated if we are to realize our ambitious vision.

Together, we will develop creative, innovative, adaptive learners and disruptive problem solvers. We will invest in people, reimagine learning, and forge partnerships that lead to solutions to the world's grand challenges. We will leverage Maryland's unique assets and cultivate its rich diversity as a competitive advantage for positively impacting local and global communities.

We must commit ourselves to new ideas rooted in our ideals of inclusive excellence, driven by innovation and impact, and relentlessly focused on public good and service to humanity. Now is the moment for the University of Maryland to move *fearlessly forward* to forge a better world for humankind.



**"THIS IS OUR TIME TO REINVENT
OUR UNIVERSITY. WE MUST
REENVISION OUR CAMPUS AND
COMMUNITY AS A MODERN
FLAGSHIP RESEARCH UNIVERSITY
FOR THE COMMON GOOD."**

- PRESIDENT, DARRYLL J. PINES







**UNIVERSITY OF MARYLAND
CENTER FOR ENVIRONMENTAL SCIENCE**

**Spring 2023
Institutional Programs of Cultural Diversity Report**

DUE: Friday, April 14, 2023

Institution: University of Maryland Center for Environmental Science (UMCES)

Date Submitted: April 14, 2023

Point(s) of Contact (names and email addresses): Lawrence Sanford (lsanford@umces.edu), Angela Richmond (arichmond@umces.edu), and Amy Griffin (agriffin@umces.edu)

1. A summary of the institution's plan to improve cultural diversity.

At this time, the University of Maryland Center for Environmental Science (UMCES) does not have a formal, Board Of Regents-approved Cultural Diversity Plan. We have begun the process of developing one, and intend to submit our plan with our Spring 2024 Institutional Programs of Cultural Diversity Report. To meet that goal, we plan to have a draft of the plan completed by the end of calendar year 2023. This draft will be shared with our shared governance bodies in January 2024 with the final iteration completed by early April 2024.

2. A description of efforts to increase the numerical representation of multiple traditionally underrepresented groups.

UMCES has taken a broad, multi-pronged approach towards increasing the numerical representation of traditionally under-represented groups in its operations, its research, and its education activities. Activities include adoption of more inclusive and equitable hiring practices, developing partnerships with other universities likely to increase the number of under-represented student applications, offering more courses about diversity in STEM, participating in undergraduate internship programs focused on increasing under-represented participation in STEM research, joining USM-wide Postdoc to Faculty efforts to attract under-represented PhD graduates into the professoriate, and working to make UMCES an inclusive, equitable, and inviting place to work so that new under-represented colleagues will want to stay.

Hiring and Employment Practices - When posting open positions, UMCES has begun paying the upcharge for the diversity boost offered by certain sites (e.g., Chronicle of Higher Education). Additionally, UMCES has added verbiage to job ads stressing the compensation and excellent benefits offered, and begun developing core working hours in an effort to appeal to working parents as well as improve work-life balance for our employees. Across all campuses, UMCES is continuing efforts to increase collegiality, and improve institutional transparency and communication.

Administrative Staff - In order to increase the diversity of employment applicants, UMCES reached out to the University of Maryland Baltimore County (UMBC) for implicit bias and strategic recruitment training. This training was attended by members of the search committee for a Vice President for Administration and Finance position which went on to hire a diverse candidate. A small team of UMCES administrators also produced UMCES-specific guidance for faculty searches, based on the UMBC STRIDE program. The UMCES Assistant Vice President for Human Resources has plans to update existing guidance to incorporate these lessons for all UMCES searches.

Current Students - UMCES and UMD submitted a joint enhancement request to the USM in July 2019 to support the USM-wide Marine Estuarine and Environmental Sciences (MEES) Program and to enhance and expand in-service and pre-service training to STEM teachers. The enhancement request was partially funded beginning in FY2021, dropping the teacher training component but keeping the recruitment funds. The intent of these funds is to recruit high performing students to MEES, in particular students from underrepresented backgrounds. The funds also add support for the administration of MEES. To date, most of the funds have been used to recruit high-quality graduate students, including several from under-represented groups in STEM. These students have matriculated at all MEES campuses, with a plurality coming to UMCES and UMD.

Additionally, within the MEES Program, in spring 2022, three of our UMCES faculty members instructed the MEES course, “Advancing Diversity Equity and Inclusion in Environmental Science”. As a group, the students created and submitted a white paper to the MEES Director that proposed changes that the MEES program could make that would increase Diversity, Equity, and Inclusion.

UMCES has recently partnered with Frostburg State University (FSU) to offer a joint Masters of Environmental Management (MEM) program. FSU is a majority-minority institution. This will be offered as an accelerated pathway for baccalaureate students at FSU to reduce burden and increase benefits for learners (e.g., lessening debt load, reducing time to degree, and providing a skills-driven degree). In this way, the joint MEM will grow a pipeline of diverse employees for the regional environmental workforce. This program will have its first cohort matriculate in Fall 2023.

The UMCES Institute for Marine and Environmental Technology (IMET), our Baltimore campus, supports 3-4 graduate fellows per year, for up to three years each, using funds from the National Oceanic and Atmospheric Agency (NOAA)-supported Living Marine Resources Cooperative Science Center (LMRCSC) grant awarded to the University of Maryland Eastern Shore, in which IMET is a partner. The LMRCSC aims to train the next generation of marine scientists from underrepresented communities. Current LMRCSC graduate fellows are working with mentors at IMET, Horn Point Laboratory (HPL), and Chesapeake Biological Laboratory (CBL).

Future Students - The MEES Program no longer requires students to submit GRE scores. Students who have taken the GRE and would like to have their scores included in their application may choose to submit them, however, GRE scores are not considered as a criteria for admission into the program.

Pipeline Initiatives - In August of 2022, UMCES and Maryland Sea Grant hosted the NSF Eddie Bernice Johnson SEAS Islands Alliance Bridge program for interactive field work, a cruise on the *R/V Rachel Carson*, and professional networking and development experiences with UMCES Chesapeake Biological Laboratory faculty, staff, and students. The eight SEAS Bridge students participated from Guam, Puerto Rico, and the U.S. Virgin Islands. The SEAS Islands Alliance seeks to broaden participation in Ocean and Marine Science fields through culturally responsive programming that spans from pre-college experiences through to workforce placement. The research goals are focused on understanding the ways that identity and sense of belonging for islanders contribute to participation in STEM pathways in

these fields. Since 2020, the SEAS program has worked with 272 participants across the islands, with ~100 of these in Puerto Rico.

Our HPL and CBL Units host Maryland Sea Grant (MDSG) NSF-funded Research Experiences for Undergraduates (REU) interns each summer. This program affords undergraduates the opportunity to develop research skills while working closely with scientists at those laboratories. The MDSG REU Program encourages students from colleges and universities where research opportunities are limited and from groups unrepresented in marine and coastal science to apply.

The UMCES IMET summer internship program encourages undergraduate students from underserved communities who have an interest in marine and environmental sciences to apply. IMET has over twenty years of experience mentoring a diverse cohort of undergraduate interns in this program. We are proud of our over 200 internship alumni, many of whom have gone on to earn an M.S. or Ph.D.

UMCES Appalachian Laboratory (AL) developed and implemented an internship program focused on providing research and professional development opportunities to undergraduates from underrepresented groups in western Maryland; this effort was highly successful in summer 2022 and we are in the process of recruiting a new cohort of students for summer 2023.

The UMCES CBL unit is collaborating with the College of Southern Maryland in the E2C3, Environmental Education Community College Collaboration to encourage students from all backgrounds within the community college setting to explore opportunities in research science and gain valuable, career-enhancing experience.

UMCES faculty routinely collaborate with Historically Black Colleges & Universities (HBCUs) within the state of Maryland. One pending submission with Coppin State University aims to address the issue of distrust in science by engaging Black middle and high school students in STEM. Not only is this an excellent pipeline initiative for the geosciences, any efforts to alleviate distrust in science among traditionally underrepresented groups can have very real health consequences, as seen throughout the Covid pandemic. Science helped to create this mistrust so what better way to address it than head-on?

Faculty - While UMCES has long sought to diversify its faculty, this has been an elusive goal, especially for persons of color. UMCES is making progress with respect to its male/female faculty balance (currently 65% M and 35% F), though there is still considerable room for improvement. UMCES also has an acceptable representation of AAPI Faculty (9%). Still, UMCES currently has no Black faculty, though our student body and overall employment profiles are somewhat higher in Black representation. However, UMCES has now joined the [NSF RISE UPP INCLUDES Alliance](#) Postdoc to Faculty program based at UMBC. This program, initially focused on Biomedical Sciences, expanded its scope in its recent renewal. UMCES is in the process of identifying funds to support our first candidate in the program, who will be based at our IMET facility in Baltimore. The program provides help with attracting and identifying potential applicants and with providing group support for participants, which have been limiting factors for previous UMCES efforts. We are very hopeful that this effort will improve our diversity outcomes at the faculty level.

3. A description of efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.

When UMCES first established its Diversity, Equity, and Inclusion Collaborative (DEIC) in June 2020, the group immediately recognized two fundamental truths about DEI at UMCES. First, increasing the diversity of UMCES personnel, especially at the highest levels of the hierarchy, was a long-term commitment that was vitally important but might take time to achieve. Second, UMCES clearly was dealing with a less than optimal current work climate that needed immediate attention and might respond more readily to near-term efforts. The DEIC also recognized that an inclusive, equitable, and welcoming work climate is critical for retaining under-represented minorities after they are recruited to UMCES. To that end, the UMCES DEIC began addressing issues such as micro-aggression and implicit bias immediately, while at the same time seeking external help for professional work climate assessment. Two candidate assessment providers were identified in mid-2021 and began their assessment efforts in late 2021. Their assessments were completed by mid-2022 with final report preparation completed in early 2023.

On March 27, 2023, UMCES Administrative Council (AC), UMCES Diversity, Equity, and Inclusion members, and several additional UMCES personnel attended an all-day work climate retreat at the Frederick Douglass-Isaac Myers Maritime Park located in Baltimore's Inner Harbor. Facilitated by DEI expert and co-chair of the Maryland Commission on Climate Change, Charmaine Brown, this retreat was held to develop strategies for improving UMCES institutional climate based on information received from UMCES institutional climate assessments. The attendees voted for their top three concerns from the issues identified in the assessments: Conflict Resolution (selected by 87% of those present), Retaliation (80%), and Identity-Based Harassment (54%). Working groups will be formed at the next Administrative Council meeting (May 2024) to develop concrete plans for moving UMCES forward in these areas.

Concern over UMCES Administrative Structure received 42% of the vote and will be revisited with the next UMCES president. When meeting with Chancellor Perman in February to discuss the presidential transition, the UMCES community stressed the importance of finding a leader who would continue President Goodwin's legacy of enhancing DEI at UMCES.

UMCES Diversity, Equity, and Inclusion Collaborative (DEIC) also has been working to establish an Ombuds program that will serve faculty, students, and staff. Adapted from a program at the Virginia Institute of Marine Science (VIMS), this program will consist of unpaid volunteers from UMCES faculty and staff (with the possibility of adding student volunteers in the future), all of whom have undergone the official, multi-day training offered by the International Ombuds Association. The volunteer ombuds will help employees and students navigate interpersonal situations that while thorny do not rise to the formal grievance level, as well as provide guidance on those situations that do. We selected the program model as a way to provide necessary services within UMCES budgetary constraints. Contract negotiations with a professional ombuds consultant are currently ongoing. These negotiations have been prolonged by UMCES lack of Internal Counsel, although we hope to have remaining issues resolved within the next several weeks.

UMCES updated its field safety documentation to include DEI considerations and hosted an all-UMCES field safety training, focused on the emotional and psychological safety of participants in field work. Work continues on this initiative, as additional guidance and a best-practices literature library is under consideration. This work began prior to the NSF requirement for a Plan for a Safe and Inclusive research experience and has been helpful in meeting the agency mandate.

In 2022 UMCES continued its implementation of the Statement of Mutual Expectations between graduate students and their advisors. This is a written document that outlines the expectations of both parties in key areas of their relationship. It is not a formal contract, but rather is meant to ensure that a graduate student and their advisor have a clear understanding of what to expect from each other with the goal of fostering a positive and communicative relationship between advisor and student. The Graduate Student Council felt strongly that this document should be mandatory for all students and their advisors as an essential element in their support and success in graduate school. The Education Office is working toward this goal.

Units are working toward reestablishing a sense of community and improving communication to all. For example, AL established a new lounge area to encourage more informal social gatherings and began holding monthly AL town halls to keep all AL employees updated and engaged.

The core UMCES DEIC holds several all-UMCES meetings throughout the year. These open meetings are used to provide an opportunity for institution-wide discussion as well as to inform the UMCES community on specific DEI topics. Some of the topics covered include a history of Asian American and Pacific Islander (AAPI) hate in America, personal pronouns, and microaggressions in academia. In addition to the UMCES-wide DEIC, UMCES units have established their own DEI groups to address campus-specific concerns and to continue conversations of interest to their specific community. Some of the unit DEI topics include the civil rights movement as experienced in Cambridge, establishment of core hours for the unit/lab, and researching misconduct procedures.

CBL's Chapter of the American Association of University Women meets regularly with activities ranging from screening relevant movies to engaging in discussions surrounding women in science and the workplace. One AAUW project consisted of working with Michael Kent, President of the NAACP Calvert County Chapter, and curators at Jefferson Patterson Park & Museum (JPPM) to develop an interactive story map of significant African American History in Southern Maryland. The map "Southern Maryland History: Through Ebony Eyes" can be found [at this link](#).

The Horn Point Laboratory chapter of the Society for Women in Marine Science provides a framework for discussion, networking, and mentoring young marine scientists. They continue leading collaboration efforts within the community and connecting with the next generation of scholars.

An HPL student Langenberg Legacy Fellow and his staff mentor worked to establish a relationship and engage with Building African American Minds (BAAM), a local community organization dedicated to providing educational support and learning experiences to systematically disenfranchised young scholars. The pair worked to connect BAAM participants to Horn Point's campus by expanding and augmenting the existing community garden space. On July 25th 2022, over 30 students and chaperones from BAAM visited Horn Point Laboratory for a day of environmental education and outdoor experiences. The time together was structured around a central theme of "mutualistic symbiosis"—an ecological concept defining a relationship wherein individual organisms benefit from working with each other.

4. A description of emerging populations that are currently underrepresented in higher education.

Historically, underrepresented populations have been predominantly understood as people of color (primarily Black and Hispanic/Latino) and women. While these groups are far from having achieved parity in higher education, the understanding of underrepresented populations in higher education is evolving. Native American, AAPI, physically disabled, neurodiverse, and LGBTQ+ populations are seen as emerging underrepresented populations requiring additional research and consideration.

One of the DEIC initiatives under discussion is conducting land research for our campuses. We would like to know the history of the Native American peoples originally dwelling on what are now our campuses, as well as whether any of the land supported a slave-owning property in the past. This information would then be used to develop any necessary land and slavery acknowledgment statements for our campuses.

Events during the pandemic reminded us that the AAPI populations also struggle with very ugly and violent racism. The tendency to lump all AAPI persons into a single unit rather than recognize the multiple cultures under the umbrella term as well as the myth of the model minority (i.e., “Asian Americans achieve universal and unparalleled academic and occupational success” [Museus and Kiang, 2009, p.6]) have resulted in a dearth of data on how AAPI persons are faring in higher education. (See also the book *Asian Americans and Pacific Islanders in higher education: Research and perspectives on identity, leadership, and success* in the references below.)

Disability advocates are encouraging a move from the medical model of responding to disability (i.e., focusing on physical access to facilities and technology) to a social model (i.e., focusing on the “environmental, economic and cultural barriers to full social acceptance and inclusion” [Leake and Stodden, 2014, p. 404]).

Neurodiversity, a term which includes “dyspraxia, dyslexia, attention deficit hyperactivity disorder, dyscalculia, autistic spectrum... Tourette syndrome” (Clouder et al, 2020, p.757), Downs Syndrome, epilepsy, and chronic mental health issues such as depression, anxiety, bipolar disorder, and obsessive-compulsive disorder, is also gaining attention in higher education research. Research recognizes that neurodiverse students disproportionately suffer from anxiety, depression, and a feeling of otherness that can derail an advanced education before it has a true chance to start (Clouder et al, 2020). Faculty, students and staff with invisible disabilities face the additional hurdle of needing to “prove” their condition to oftentimes skeptical professors, supervisors, etc. The additional burden of potentially being seen as feigning the issue to receive special treatment adds to the stress faced by being neurodiverse in the first place. Institutions of higher education are tasked with finding ways to support these members of their communities often without additional resources or adequate training. This issue will undoubtedly continue to grow, as the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act have encouraged mainstream education for neurodiverse students, and many parents and special education teachers rightly encourage higher education as a goal (Leake & Stodden, 2014).

There is additional research around the intersectionality of identity and how that can complicate one’s sense of belonging. For example, a woman with attention deficit-hyperactivity disorder who’s in a same-sex relationship has multiple layers of otherness. Each of those layers alone - gender, neurodiversity,

and LGBTQ+ - could impede her sense of belonging in higher education. Together they complicate matters exponentially (Cech, 2022).

Although not emerging populations per se, there are ongoing disparities with LGBTQ+ and women-identifying students within higher education. The LGBTQ+ population is facing recently emboldened displays of animosity and discrimination. As of April 10, 2023, “[the American Civil Liberties Union (ACLU)] is tracking over 450 anti-LGBTQ+ bills in the US” (aclu.org). Women are still underrepresented in leadership, as well as in tenured and tenure-track positions (aauw.org). The Supreme Court’s decision to overturn *Roe vs. Wade* is restricting reproductive and gynecological care for women nationwide, which not only impacts students but could pose additional issues for tenure-track female faculty.

5. If needed, a description of other initiatives that are central to the cultural diversity plan that are not captured in Sections 2, 3, and 4.

We have developed a plan to evaluate all current UMCES policies through a DEI lens and to determine if any new policies are needed. The goal is to complete our initial review within the next five years (20% per year), and then to revisit all policies on a rolling schedule. Reviewing each policy every five years (or more frequently as required by circumstances and/or legal amendments) will enable UMCES to make more proactive changes and updates. It also provides a natural opportunity to periodically present each policy to the UMCES community, increasing not only awareness but compliance.

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ACLU.org

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Appendix 1: UMCES Cultural Diversity Plan

In development

**UNIVERSITY OF MARYLAND
EASTERN SHORE**



UNIVERSITY OF MARYLAND EASTERN SHORE
Office of the President

Institutional Programs of Cultural Diversity Report -- UMES

Institutional Narratives

- 1. Section I: A summary of the institution's plan to improve cultural diversity as required by Education Article §11-406 (attached). Include all major goals, areas of emphasis, and strategy for implementation. Also, provide an explanation of how progress is being evaluated. Please indicate where progress has been achieved and areas where continued improvement is needed. If there is no formal plan approved by the institutional governing board, describe how the institution intends to come into compliance by July 1, 2024**

Cultural diversity serves as a cornerstone at the University of Maryland Eastern Shore. The University is currently in the process of redeveloping and reimagining cultural diversity for the campus community. The driving force was found in the *Driving Change Self-Study*: The self-study was conducted as part of UMES' application to the HHMI Grant Initiative, *Driving Change*. The goal of *Driving Change* is to "effect genuine and lasting culture change on research university campuses so that undergraduate students from all backgrounds, particularly those who belong to historically excluded groups, will excel in STEM and graduate from college well prepared to pursue advanced degrees and eventually assume leadership roles in STEM."

While the ultimate purpose of the self-study was diversity, equity, and inclusion as they relate to supporting STEM programs, the scope of the study encompassed the climate for DEI efforts and for positive change as a whole. Those efforts propelled the University to move forward with including the follow strategic plan goal: *Goal 1: Support diversity and inclusion on and off campus and foster a climate of equity for all stakeholders* into the University Strategic Plan as part of the *Vision 2030, From Excellence to Preeminence* from the University System of Maryland.

UMES hired an outside consultant, Dr. Marquita Qualls. Dr. Qualls will assist with the advancement of the UMES mission and inform decision making by ensuring that the Justice, Equity, Diversity, and Inclusion (JEDI) plan is developed and integrated into every university process and procedure. Dr. Qualls' work will encompass all of

UMES, spanning students, faculty, staff, alumni and the community stakeholders. A broad working group will be assisting in the campus wide JEDI efforts.

The initial plan in Appendix 1 will shift and evolve into a comprehensive and robust institutional cornerstone ensuring that UMES comes into full compliance by the July 1, 2024 deadline.

2. Section 2: A description of efforts to increase the numerical representation of traditionally underrepresented groups among 1) students 2) administrative staff and 3) faculty. This section of the report should detail initiatives designed to recruit and retain traditionally underrepresented students, staff, and faculty. Reports should include information on both campus-wide and program-specific initiatives.

Significant efforts have been made by UMES to increase the numerical representation of traditionally underrepresented groups with students, staff, and faculty. A selected sample includes:

- Students:
 - Summer Bridge Program
 - Hispanic Student Initiative
 - Transfer Student Initiative
 - International Student Initiative
 - Non-Traditional Student Initiative

- Administrative staff and faculty:
 - To increase representation to traditionally unrepresented groups, the Human Resource Office (HRO) encourages departments to advertise in a wide arrange of areas that will potentially create diversity in the pool of applications. The HRO only advises since payments for advertisements is incurred by the individual departments. Even in the advisory role, the HRO provides input to recruit a diverse applicant pool. To further promote a diverse pool of applicants, the HRO encourages department heads to network advertisements at conferences, professional associations meetings, etc. In the past, the HRO has attended Career Fairs which has been rebounding slowly since the pandemic.
 - The HRO staff will be available to attend the fairs to continue to promote employee diversity (faculty and staff).
 - Because the UMES campus is very diverse, the HRO optimizes the opportunity to promote continued diversity by alerting all on campus

departments to open positions and placing them on bulletin boards and providing electronic access to the same. The bulletin boards capture the attention of campus visitors as well as employees (including those without much technical savvy) and enables networking between colleagues.

- The sites listed below are used for advertisement/recruitment to attract a diverse applicant pool:
 - UMES Employment Website – Across US and Internationally
 - Diverse Issues in Higher Education
 - BCALA – Black Caucus of the American Library Association
 - 1890 Land Grant Institutions
 - Latino HigherEd.com
 - InFacultyJobs
 - Academic Careers Online
 - HigherEd Jobs
 - Chronicle of Higher Education
 - LinkedIn
 - Global Hospitality Educator, Inc.
 - Computing Research Association
 - American Publishing, LLC
 - AACP (American Association of Colleges of Pharmacy)
 - APS – American Pharmaceutical Sciences
 - APPA Facilities Management Magazine
 - AACSB International

3. Section 3: A description of efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus. This section of the report should detail 1) faculty and staff cultural training programs, 2) curricular initiatives that promote cultural diversity in the classroom, and 3) co-curricular programming for students.

The Office of Institutional Equity and Compliance (OIE) supports efforts to uphold the University's commitment to creating and maintaining a working and learning environment that is inclusive and free of discriminatory conduct as required by the University's policies and procedures. The OIE and in collaboration with campus partners in Academic/Student Affairs provides robust training programs designed for faculty, staff, and students both in and out of the classroom. Selected examples can be found below:

- **Faculty and staff cultural training programs:**

- **Safe Colleges**: 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. each designed to educate the campus community (*OIE offered program*).
- **LGBTQIA+ Safe Zone**: This training is intended to help participants learn about the LGBTQIA+ community in order to become more inclusive of various identities by using appropriate terminology and language, avoiding microaggressions and unintentional behaviors, hence contributing to an atmosphere of civility and mutual respect in our campus community. This is a 3-hour training, broken down into two, 1.5-hour segments (*OIE offered program*).
- **Fostering a Diverse and Inclusive Environment: The WHY and HOW**: This discussion on diversity and inclusion must go beyond seeking and building a diverse workforce to include how we make those with whom we work with feel both valued and included. Workshop participants will discuss the differences between diversity, inclusion, and exclusion. They will also leave this workshop with a heightened awareness of the importance of inclusion to a successful workplace and, how to promote inclusion in their workplace (*OIE offered program*).
- **Individuals with Disabilities: Creating an Accommodating and Inclusive Environment**: The purpose of this learning opportunity is to focus on correct and lawful employment practices that will minimize workplace discrimination for persons with disabilities. The responsibility for implementing the Americans with Disabilities Act (ADA) employment provision, Title I, falls largely on unit managers and/or department supervisors (*OIE offered program*).
- **Unconscious Bias – Fundamentals of Equal Opportunity**: This learning opportunity introduces the basics of unconscious or implicit bias and reviews the different types. Participants will engage in group activities and small group discussions while they learn how implicit bias influences their decisions in their university life. Participants will also be introduced to sound strategies to combat bias in their own lives (*OIE offered program*).
- **Fundamentals of Equal Opportunity**: This learning opportunity is intended to provide participants with a fundamental understanding of equal opportunity and affirmative action laws and policies. The session will outline relevant laws such as Title VII, Title IX, and the ADA, including the groups protected by each, and it will touch on corresponding institutional policies. Participants will learn how to

identify discrimination, harassment, and retaliation in a professional or academic environment (*OIE offered program*).

- **Intercultural Competency: Beyond the Basics**: Working and providing services in a diverse environment requires a knowledge and understanding of cultural differences, values, and behaviors. This fun yet informative session will help participants gain understanding to enhance the quality of their interactions with international and diverse students, faculty, and staff at the University and elsewhere (*OIE offered program*).
 - **Microaggression: Recognizing and Challenging a Subtle Form of Bias**: Participants in this workshop will gain a better understanding of this form of bias and the building blocks that contribute to microaggressions. The workshop instructor will facilitate exercises and discussions to help participants recognize microaggressions and learn strategies for addressing the subtle messages sent that can create a feeling of marginalization among community members (*OIE offered program*).
 - **Religious Diversity: Challenging Assumptions to Advance Inclusion**: Participants will have the opportunity to discuss questions, such as, why is it so difficult to talk about religion? What is the place of religion on a college campus? The workshop facilitator will share ways of approaching this challenging conversation, and, through interactive exercises, will develop tools for a welcoming and religiously inclusive campus (*OIE offered program*).
- **Curricular initiatives that promote cultural diversity in the classroom:**
 - 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.
 - 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).
 - **Co-curricular programming for students:**
 - Ongoing events and programs are scheduled throughout the year at UMEs to promote an atmosphere of inclusivity. For instance, every Tuesday at 11am – the Lavender Circle group meets. This is a safe

and affirming place for students navigating issues related to sexual and/or gender exploration and acceptance.

- The Center for International Education is committed to promoting and recruiting students to partake in study abroad programs internships, and critical language study. This immersion experience is to broaden students' appreciation, understanding, and inclusion of other groups.
- The University hosted the political and cultural and literary human rights activist Kevin Powell for Black History Month. Powell has authored 18 books and is launching an organization focusing on voter education and voter empowerment which will showcase a website of blogs from contributors of diverse backgrounds. The title of his talk to the UMES campus was "History is a People's Memory: Celebrating Ourselves, Celebrating Diversity."
- The Center for International Education along with the School of Education, Social Sciences and the Arts began a monthly speaker series of African American ambassadors to inform students about careers in foreign service in an effort to expose them to the diverse cultural enrichment such careers offer.
- The University hosted Ambassador Charles Ray who had a 30-year career in Foreign Service. During this time, he was posted in China, Thailand, Sierra Leone, Vietnam, and was U. S. Ambassador to both Cambodia and Zimbabwe. Ambassador Ray informed our students about his various cultural experiences in these countries over the years and encouraged them to consider a career in the U. S. Foreign Service.
- The University hosted Ambassador Pamela Spratlan who also served for 30 years in the U. S. Department of State. She was ambassador to Kyrgyzstan and Uzbekistan and also served in various positions in Guatemala, Paris and Moscow. She presented to students stories of her time in these countries, highlighting their culture and politics and connections with the United States. She especially noted the challenges of how being both a woman and an African American affected her career. Of particular interest was her keen insight on the current conflict in the Ukraine. She speaks, Russian, French and Spanish.
- Academic, Professional, and Multicultural Organizations: UMES MANRRS Chapter, Pre-Vet Club, Horticulture Club, Food and Agricultural Sciences Club, Human Ecology Club, Biology Club.
- Involvement in Student Government on campus.
- Volunteering Opportunities through student clubs/organizations

- Mentoring: undergraduate and graduate research education and training through student clubs/organizations.
- The students are provided opportunities to present their work at professional/scientific meetings where they network with others (MANNRS, various Academic clubs such pre-Vet, Food and Ag sciences club, Horticulture club, etc.).

4. Section 4: A description of emerging populations that are currently underrepresented in higher education. Note that Sections 2 and 3 focus on traditionally underrepresented groups.

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 (LBGTQIA+). 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.

In addition to LBGTQIA+ populations, additional emerging student populations at UMES included (but are not limited to):

- Undocumented Students
- Hispanic Students
- Non-Traditional Students
- Students with Mental/Physical Disabilities
- Incarcerated Students

5. Section 5: If needed, a description of other initiatives that are central to the cultural diversity plan that are not captured in Sections 2, 3, and 4.

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.

This past February 2023, one of UMES' staff members attended a conference hosted by EAB in Washington, DC whereby one of the presenters shared information on the following: An Enrollment Leader's Guide to Diversity Strategy: Steps You Can Take Right Now to Start Identifying, Engaging, and Enrolling More Underrepresented Students. UMES is strategically making concerted efforts to learn about new trends regarding underrepresented groups so that we can conduct an analysis of our existing practices and policies to determine where adjustments may be needed.



2021-2025 DIVERSITY PLAN
UNIVERSITY OF MARYLAND EASTERN SHORE

Appendix 1: University’s Cultural Diversity Plan (does not count toward the page limit stated above): Each institution should provide, as an appendix, a copy of the diversity plan in place during the reporting year (Academic Year 2022-2023). This should be the plan approved by the institution's Board on or before July 1, 2022. Those institutions that operate under a multi-year plan should provide the plan approved on or before July 1, 2022. Education Article §11-406 mandates that each public institution of higher education in the State develop and implement that plan. The required elements of this plan are defined in §11-406 of the Education Article (attached).

2023 Update to the UMES Cultural Diversity Plan

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

UMES hired an outside consultant, Dr. Marquita Qualls. Dr. Qualls will assist with the advancement of the UMES mission and inform decision making by ensuring that the Justice, Equity, Diversity, and Inclusion (JEDI) plan is developed and integrated into every university process and procedure. Dr. Qualls’ work will encompass all of UMES, spanning students, faculty, staff, alumni and the community stakeholders. A broad working group will be assisting in the campus wide JEDI efforts.

The interim plan noted here in Appendix 1 will shift and evolve into a comprehensive and robust institutional cornerstone tied into the current creation of the University Strategic Plan ensuring that UMES comes into full compliance by the July 1, 2024 deadline. 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 personnel from the Office of Institutional Equity and Compliance, Division of Academic Affairs, Division of Enrollment Management and Student Experience, Division of Administration and Finance, staff, and students.

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 15th, 2008, to the Honorable Martin J. O’Malley, Governor of Maryland:

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

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.

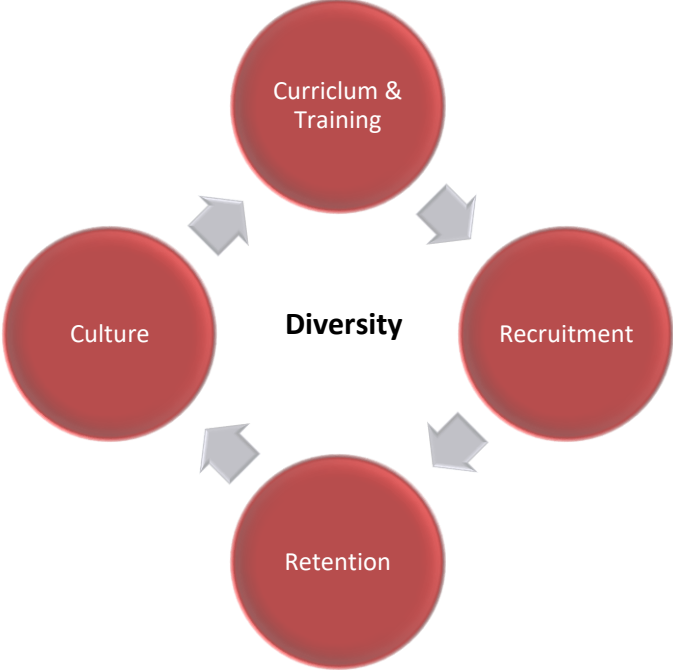
- **Phase One:** In 2019, the University submitted a framework to update and enhance our plan.
- **Phase Two:** In 2020, UMES utilized the Standards of Professional Practices for Chief Diversity Officers from the National Association of Diversity Officers in Higher Education as a guide and foundation 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) 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 (2022-30) 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**

Office of Diversity and Equity

**Cultural Diversity Report
University of Maryland Global Campus (UMGC)
April 14, 2023**

Institutional narrative

Section I: A summary of the institution's plan to improve cultural diversity as required by Education Article §11-406 (attached). Include all major goals, areas of emphasis, and strategy for implementation. Also, provide an explanation of how progress is being evaluated. Please indicate where progress has been achieved and areas where continued improvement is needed.

UMGC Diversity Mission Statement

“At the University of Maryland Global Campus, we seek to reflect the diversity of the global community. Cultural differences are recognized, valued, and considered essential to the educational process and working environment. We promote understanding and mutual respect of all members of the community and provide an academic and social environment that encourages new ideas, an eagerness to learn, and positive working conditions.”

In December 2021, the University of Maryland Global Campus released the first University-wide community facing Diversity, Equity, and Inclusion Strategic Plan. This plan was designed to provide a transparent call to action that would be built into the foundation of the university. To accomplish this goal, each department would review the priorities and goals within the plan to identify projects, initiatives, and actions that their department would undertake to ensure that the identified goals are accomplished.

The plan was based on the following priorities and goals:

- 1) Student Life, Support, and Advocacy
 - a. Providing a culturally relevant and student-focused curriculum
 - i. The academic schools will review curricula across departments to integrate education related to cultural competence, race, and society
 - ii. The university will establish a Student Diversity Council to engage with students in conversations related to diversity, equity, and inclusion within the classroom
 - b. Removing barriers to education and career success
 - i. The university will audit, review, and enhance systems and programs to ensure all areas of the university and the classroom are accessible for all students, staff, and faculty
 - ii. The university will expand mental health resources and counseling support for UMGC students to better support their mental health and wellness
- 2) Workplace, Classroom, and Community Inclusivity
 - a. Advisory councils and community feedback



Office of Diversity and Equity

- i. The university will create a diversity advisory council comprised of individuals across departments, divisions, and work streams to advise university leadership on matters related to diversity, equity, inclusion, and university culture
 - ii. The university will create a faculty diversity advisory council to engage faculty in discussion related to the management of the classroom
 - b. Workplace equity and awareness
 - i. The university will expand opportunities for training, development, and cultural dialogues to engage the UMGC Community in critical discussions of race, culture, and belonging
 - ii. The university will develop a comprehensive communication strategy to provide diversity and equity information, disseminate examples of best practices for promoting diversity and inclusion, and share dashboards for the communication and recognition of key diversity metrics
 - iii. The university leadership will work to establish measurable goals for diversity and inclusion at the division, school, and department/unit levels that will also include accountability measures
- 3) Recruitment, Retention, and Development of Diverse Faculty and Staff
 - a. Workforce Demographics
 - i. The university leadership will commit to increasing the diversity of the leadership ranks across divisions, schools, and departments
 - ii. The university will monitor staff retention, promotion, and turnover rates to identify and remove barriers to career advancement
 - b. Professional growth and advancement
 - i. The university will establish a UMGC diversity certificate program to track and celebrate participation in diversity events and training
 - ii. The Office of Human Resource will connect diversity competencies and values to performance reviews and expectations
 - iii. The Multicultural Training Team will offer regular training that prepares faculty and staff to lead, influence, and advocate for diversity change
- 4) Outreach and Community Engagement
 - a. External community connectivity
 - i. The university will partner with community organizations and leaders to ensure that we are appropriately and effectively educating and supporting underserved communities on their path to education
 - ii. The university will expand multicultural programs and initiatives to further the intercultural relations and functions within the university
 - b. Strategic collaborations and support
 - i. The university will partner with community colleges and minority-serving institutions to better enhance their reach and to improve our ability to educate the students they serve



Office of Diversity and Equity

- ii. University leadership will lead the identification and development of strategic opportunities with external organizations and groups that aim to increase the access to education for previously underserved populations

These priorities are the guiding principles for diversity, equity, and inclusion efforts across the university. While they may change and evolve based on university, community, and societal needs, it is believed that these priorities will be at the core of our efforts into 2024. The past year has led to progress across the plans in the following areas:

Student Life Support and Advocacy

- Multi-language Student Support Resources
- Diversity, Equity, and Inclusion Open Education Resources (offered through Library Services)
- Student Mental Health Resources (offered through TogetherWell)
- Latino Student Support Working Group within Student Affairs
- LGBTQ+ Student Group

Workplace, Classroom, and community Inclusivity

- Minority Serving Institution (MSI) designation by the US Department of Education
- Launch of Academic Affairs DEI Committee
- Staff and Faculty Diversity Advisory Councils launched January 2023
- Hosted DEI Themed 2022 Fall Faculty Conference
- Syllabus updates with Accommodations and DEI Information
- Updated EEO and Title IX Policies
- Inclusion Networks
 - Women at UMGC
 - Black, Indigenous, People of Color at UMGC
 - Expatriates living abroad at UMGC

Recruitment, Retention, and Development of Diverse Faculty and Staff

- Updated Job Descriptions with dual-language preferences for student facing roles
- Ongoing DEI Executive Recruiting Initiative
- Updating Org Development Programming and Performance Management Process

Outreach and Community Engagement

- Developed UMGC foreign language fluency database to better engage with surrounding communities
- Conducted Spring 2023 Engagement Survey (via Glint)
- Excelencia in Education Strategic Partnerships
- DEI Community Newsletter(bi-monthly)

Office of Diversity and Equity

Section 2: A description of efforts to increase the numerical representation of traditionally underrepresented groups among 1) students 2) administrative staff and 3) faculty. This section of the report should detail initiatives designed to recruit and retain traditionally underrepresented students, staff, and faculty. Reports should include information on both campus-wide and program-specific initiatives.

UMGC enrolls the largest number of underrepresented students in the University System of Maryland, and its student body is 28.3% Black. Fifty-three percent are students of color, and more than half are also the first in their families to attend college. As of Fall 2022, 52% of the UMGC student body were from historically under-represented minority groups, which led to the university receiving the Minority Serving Institution (MSI) Designation. This designation was a recognition of the students that we serve, however efforts continue in order to expand representation for Latino, Indigenous, and Asian students. The university continues to graduate one of the largest percentages of Black students in the State of Maryland on an annual basis as 32% of graduates in FY2022 identified as Black.

To further the outreach efforts and to enhance the student resources for Latino students across the university, the Student Affairs Team launched the Latino Student Working Group. The Latino Student Working Group examines the manner in which the university serves Latino Students from inquiry/application through graduation. These efforts include bilingual success coaches and advisors along with a team of individuals across Student Affairs that are available to ensure that they are prepared to participate fully in their classes. Additionally, the university is part of the Excelencia in Education network. Alongside other universities across the country, the network allows the university to gather, share, and leverage best practices to develop services, supports, and resources to better serve Latino students.

Across UMGC there are 46% of Staff and 32% of Faculty that identify as being part of an under-represented minority group. Ongoing Diversity Executive Recruiting and outreach efforts are designed to increase the pool of talent across the leadership ranks and across all levels of the university. To ensure the university meets that goal, hiring practices, job descriptions, interview questions, and interview panels are all reviewed to ensure that there is diverse representation and to remove any barriers to creating a fair and equitable process.

Another critical data point for Diversity, Equity, and Inclusion efforts is the annual Affirmative Action plan. This plan helps to ensure that any gaps in hiring and staff retention can be surfaced and addressed. This plan looks at each position across the university and compares the demographics to the larger Maryland population. Through the Affirmative Action plan, UMGC job fairs, and outreach the university seeks to improve hiring and career opportunities for job seekers across the state.

For over a decade, the university has been a member of the Capital Region Minority Supplier Development Council (CRMSDC). This council works with minority entrepreneurs across the DC Metropolitan Area to ensure their growth, development, and visibility across the business community. As part of this effort, last summer(2022) the university partnered with CRMSDC to launch the first MBE

Office of Diversity and Equity

Academy which brought together minority entrepreneurs across the region to participate in an intensive 6-week program to enhance their enterprises through targeted sessions with faculty from the UMGC business school and corporate leaders that are part of the CRMSDC network. The second cohort for the MBE Academy is currently in development and efforts are underway to scale this beyond the DC Metropolitan area.

The Diversity and Equity Office and the Analytics Office are working collaboratively to track the student journey and demographic trends. The Student Journey includes seven key steps; 1) Attracting the Student 2) Student Inquiry, 3) Student Application, 4) Start, 5) Learner Success, 6) Re-Enrollment, and ultimately 7) Completion. Special attention is being paid to steps 5-7 to ensure that the areas where under-represented students often stall or stop-out are considered. Through each step of the student journey the demographic dashboard will examine how minority students are being impacted. For further transparency, the demographic dashboards will be made available to the UMGC Community to ensure that the community is working with the same understanding and information to effect positive change.

Section 3: A description of efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus. This section of the report should detail 1) faculty and staff cultural training programs, 2) curricular initiatives that promote cultural diversity in the classroom, and 3) co-curricular programming for students.

UMGC works to ensure that the awareness of the rich perspectives, cultures, and experiences of the UMGC Community are connected to the values of diversity and respect that are integral parts of the Diversity and Equity Office Mission. These efforts include presentations by leading experts, documentaries, panel discussions, and facilitated discussions to explore the thoughts, perspectives, and feelings that the UMGC Community may be experiencing.

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 host documentary viewings that aim to increase the knowledge and understanding of diversity and culture. These heritage groups and cultures are further celebrated through the distribution of the diversity poster series that includes monthly posters that are shared across the university. The Diversity and Equity Office has also continued the Diversity Dialogue Series which is designed 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 belongingness.

Inclusion Networks(similar to employee resource groups) have been developed and are continuing to expand to include additional opportunities for staff/faculty to join groups that recognize the various diverse cultural groups that comprise the UMGC Community. The initial network was the Women Who Network to bring together women across UMGC for professional development, sharing of ideas,

Office of Diversity and Equity

supporting one another, and building their network. Since then the Black Indigenous People of Color (BIPOC) group has started along with the Expatriates group. The Expatriates Group is designed to support those UMGC staff and faculty that may be working overseas across Asia and Europe.

Similar to the Inclusion Networks, Student Affairs is working with students to develop interest-based student groups. The first interest-based group that was developed was the LGBTQ+ club. This will serve as the model going forward for future groups which may include military spouses, Latino students, etc.

To further provide channels for staff, faculty, and students to communicate with leadership, collaborate with one another, and contribute to the strategic direction of the university, Diversity Advisory Councils have been established. Each constituent group (faculty, staff, and students) has an established council comprised of 25-40 individuals that serve on a rotational basis. Every nine (9) months council members will rotate to ensure that new voices continue to be brought into the council and that different perspectives are always contributing to the discussion. The Student Council will consist of a quarterly open house between students and the Chief Diversity Officer to share their experiences, perspectives, and concerns.

The University also partnered with Glint to conduct an Engagement Survey to measure employee satisfaction and engagement across the university. This survey served as a key measure of how the UMGC staff and faculty experience the university. Further, the survey allows for university-wide metrics, which are further broken down into department level reports which managers are able to leverage to improve the culture within their teams. Diversity, equity, and inclusion items were also included in the survey to gather specific information related to how the UMGC Community is experiencing the culture of diversity and inclusivity.

In order to share information about ongoing DEI activities, strategies, and programs the Diversity and Equity Office launched university-wide diversity newsletter. This newsletter contains a message from the CDO, upcoming dates and activities, tools and resources, and a dedicated space to share stories from the UMGC community.

Section 4: A description of emerging populations that are currently underrepresented in higher education. Note that Sections 2 and 3 focus on traditionally underrepresented groups.

Currently the American Indian/Alaska Native/Indigenous student population in the undergraduate school is 0.5% and the graduate school is 0.5%. While the representation of this student population is relatively low in the greater Maryland area, UMGC is exploring options to reach these communities in some of the regional areas where UMGC Military Education Centers are located. Military Education Centers in Texas, California, Hawaii, Florida, and Colorado are uniquely positioned to reach out to the surrounding communities. Further, plans are underway to establish an Inclusion Network for Native American/Indigenous Staff/Faculty across UMGC. These networks of individuals will be positioned to support one another and may provide greater insight into how we can better serve this population of students.

Office of Diversity and Equity

The recent MSI Designation has also positioned the university to pursue grants/funding that can be used to develop resources and programs to better support these student populations. The Institutional Advancement Team is working collaboratively with the Diversity and Equity Team to identify the appropriate opportunities that will be used to support advancements in these areas.

Section 5: If needed, a description of other initiatives that are central to the cultural diversity plan that are not captured in Sections 2, 3, and 4.

As part of the University System of Maryland and a Minority Serving Institution, UMGC operates under the expectation that best practices should be shared and can be gathered through collaborative partnerships with Predominantly Black Institutions and HBCUS across the State of Maryland and the United States. To that end, recent partnerships with have been established with the University of Baltimore (Predominantly Black Institution) and the University of Maryland Eastern Shore (Historically Black College and University). These partnerships will allow the university to be a part of innovative and transformative efforts to improve the learning environment for Black learners. Additionally, they will ensure that UMGC is consistently learning about and expanding efforts to support Black Learners using our unique learning modalities and platforms.

The university also continues to build alliances with community colleges to provide pathways for learners from their community college to the next phase of their educational careers at UMGC. These alliances have proven to be effective at supporting students that have been historically under-represented as well as students that are from lower income communities and households.

There are currently more than 53,000 servicemembers, veterans, and military spouses and families currently enrolled at UMGC. To support them along throughout their educational careers the Global Military Operations Team at UMGC has developed a number of innovative programs and initiatives. Some of these include the Green Zone Training, expansive Veterans Day recognitions and celebrations, on-site student support services on military bases across the globe, and faculty who travel around the world to teach servicemembers where they are.



**UNIVERSITY OF MARYLAND
GLOBAL CAMPUS**

Office of Diversity and Equity

Appendix 1

University's Cultural Diversity Plan (does not count toward the page limit stated above): Each institution should provide, as an appendix, a copy of the diversity plan in place during the reporting year (Academic Year 2022-2023).



UNIVERSITY OF MARYLAND
GLOBAL CAMPUS

THE DIVERSITY, EQUITY, AND INCLUSION **STRATEGIC PLAN** 2021–2023



DIVERSITY IN ACTION

Initiatives for Change and Opportunities for Growth

TABLE OF CONTENTS

Statement from the President	1
<hr/>	
Statement from the Chief Diversity Officer	2
<hr/>	
UMGC Diversity at a Glance	3
Introduction and Background	3
Diversity Planning and Strategic Alignment	3
Current State of Diversity	4
<hr/>	
Diversity, Equity, and Inclusion Goals and Strategic Priorities	5
Student Life, Support, and Advocacy	5
Workplace, Classroom, and Community Inclusivity	6
Recruitment, Retention, and Development of Diverse Faculty and Staff	7
Outreach and Community Engagement	8
<hr/>	
Conclusion and Next Steps	9
Implementation and UMGC Community Adoption and Buy-In	9
Future-Focused Expectations	9
Progress Tracking and Community Updates	9
<hr/>	
Diversity, Equity, and Inclusion Mission Statement	back cover
<hr/>	

STATEMENT FROM THE PRESIDENT



At University of Maryland Global Campus (UMGC), diversity lies at the foundation of all that we do. We recognize that learning happens in different ways for different individuals, and every day we seek to bring the right experience to the right student at the right time and in the right way.

This embrace of diversity also represents a primary institutional strength and competitive advantage. It encourages a culture that is agile, creative, open-minded, and resilient.

Now, we seek to broaden and strengthen our commitment to diversity, equity, and inclusion across every facet of our institution, guided by this Diversity and Equity Strategic Plan.

It is designed to serve as a roadmap and also as the beginning of a broader conversation that will invite and introduce voices and viewpoints from increasingly rich and diverse populations at every level of our organization.

We are truly stronger together, and we are best equipped to navigate a world marked by increasingly complex challenges when we embrace and leverage the strengths and viewpoints of every stakeholder.

I thank you for your commitment to an institution that expands opportunities for every learner, and for your willingness to embrace our similarities and differences alike. I look forward to working with you as we seek always to change lives and strengthen communities here in Maryland, across the country, and around the world.

A handwritten signature in black ink, appearing to read "Gregory Fowler, PhD". The signature is fluid and cursive, with a long horizontal line extending to the right.

Gregory Fowler, PhD
President
University of Maryland Global Campus

STATEMENT FROM THE CHIEF DIVERSITY OFFICER



We are at a critical moment in the history of our university, during which we have the opportunity to not only change the diversity, equity, and inclusion (DEI) landscape for our students, faculty, and staff, but we can also set the standard for DEI efforts throughout higher education. This opportunity is not solely due to the work of the dedicated Diversity and Equity team, but it is also attributable to the talent and commitment of the UMGC community.

The foundation that we have built over the years has positioned us well to execute a plan that includes the members of our community and seeks to improve the situations for all individuals who have previously been underrepresented in higher education and in communities across the world. The plan that follows is a call to action. Taking the next step forward will require that all members of the community be committed to embedding these strategic efforts in their day-to-day work and interactions with one another.

From the beginning, our mission has been to meet students where they are and to expand global access to education. This expanded access is critical to closing financial and career gaps that so many underrepresented groups face. As we continue to reach out to the broader communities to best determine how to meet their needs, we will be better from hearing their voices and learning from their experiences.

I believe that we will look back on this plan and the work that follows as a key part of the future success of UMGC.

A handwritten signature in black ink that reads "Blair Hayes". The signature is written in a cursive, flowing style.

Blair H. Hayes, PhD
Vice President, Chief Diversity Officer, and Ombudsman
University of Maryland Global Campus

UMGC DIVERSITY AT A GLANCE

INTRODUCTION AND BACKGROUND

The Office of Diversity and Equity was established in April 2000 to promote diversity, equity, and inclusion among the students, faculty, and staff of UMGC. Every day we drive UMGC's commitment to fostering diverse and inclusive working and learning environments.

This strategic plan celebrates differences in race, gender, sexual orientation, religion, military experience, etc. that have been part of UMGC since it was founded in 1947. In fact, UMGC was enrolling minority students in integrated classrooms on military bases long before the Supreme Court declared segregation unconstitutional in 1954.



DIVERSITY PLANNING AND STRATEGIC ALIGNMENT

We at UMGC have long understood that the cultural diversity of students, faculty, and staff is integral to a strong institutional foundation. Our core value of diversity states, "Each individual brings value to our efforts and results," and our commitment to diversity, inclusion, and equity will shape this institution as we continue to lead in higher education and work to educate the next generation of learners. Our unique approach to education and learning positions us to offer opportunities to students and their families that can change the trajectory of lives for generations to come.

This plan is designed to strategically align diversity with initiatives, processes, and programmatic plans across the university while simultaneously supporting, expanding on, and aligning with work currently underway in key functional areas.

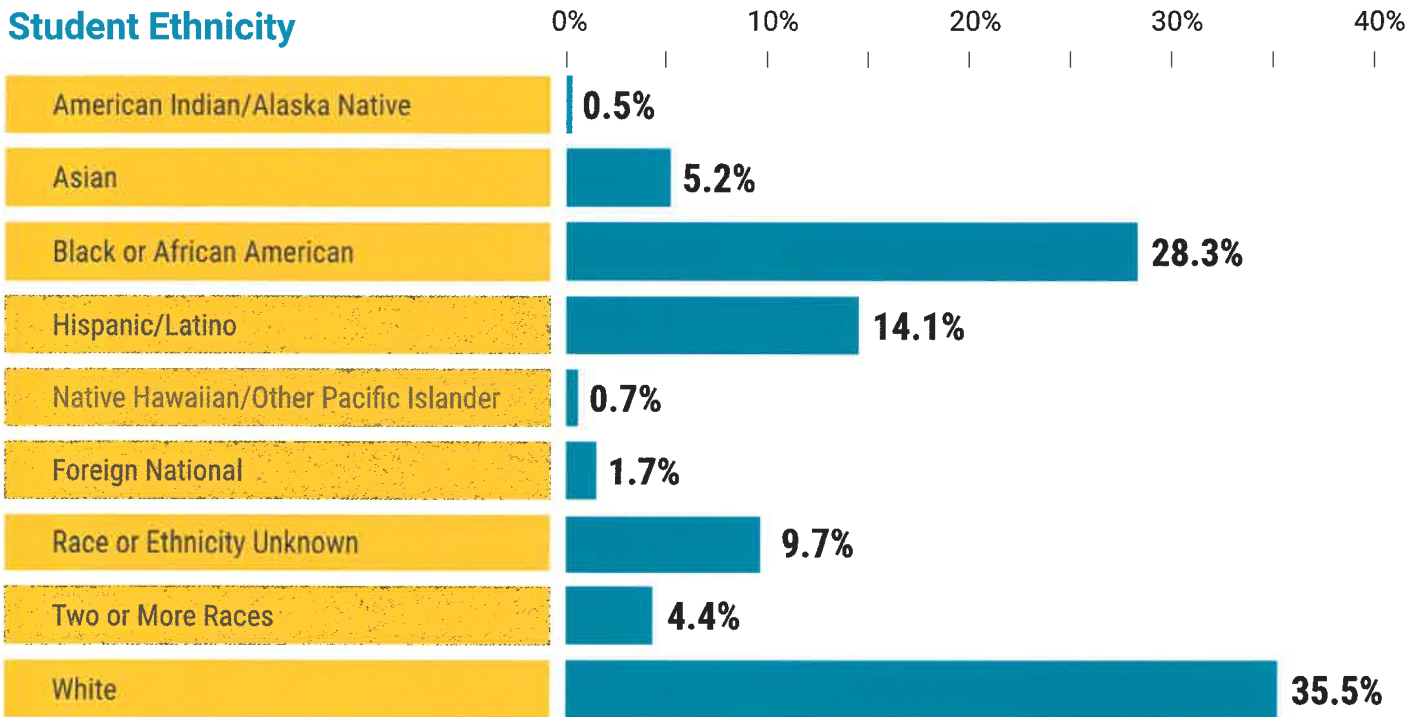
ULTIMATELY, THIS PLAN WILL POSITION UMGC TO

- Become a leading advocate for improved learning environments for communities and cultures worldwide
- Adopt a vision that combines attention to previously underrepresented groups with aspirations for creating a more globally inclusive environment
- Apply a comprehensive accountability system for diversity initiatives that offers transparency for individuals and groups
- Establish additional oversights and feedback channels by increasing engagement with students, faculty, and staff
- Expand guidelines and frameworks that ensure that all programs are intentional and include performance metrics
- Build the workforce of the future, focused on inclusive excellence and cultural intelligence

CURRENT STATE OF DIVERSITY

UMGC benefits from a student body consisting of the largest population of underrepresented students within the entire University System of Maryland. The UMGC student body comprises individuals from all backgrounds, cultures, and life experiences. These students come together to learn and share the rich and varied perspectives they bring to the classroom.

Student Ethnicity



Student Facts at a Glance

48% underrepresented minorities

18% speakers of English as a second or foreign language

NEARLY 50% "first-in-family" college students

Supporting this collection of diverse students is a workforce that is diverse and varied. UMGC faculty and staff reflect the cultures, races, and backgrounds of the UMGC student body. Additionally, they come from a cross-section of industries and backgrounds that connect the classroom experience to the experiential learning that can further career aspirations.

DIVERSITY, EQUITY, AND INCLUSION GOALS AND STRATEGIC PRIORITIES

THE DIVERSITY AND EQUITY STRATEGIC PLAN FOCUSES ON FOUR KEY STRATEGIC PRIORITIES:

▶ Student Life, Support, and Advocacy

▶ Workplace, Classroom, and Community Inclusivity

▶ Recruitment, Retention, and Development of Diverse Faculty and Staff

▶ Outreach and Community Engagement

These priorities are in response to many factors, including the changing landscape in higher education, the changing face and expectations of students, the global reach of online education, and expanding opportunities for educational and career growth.

STUDENT LIFE, SUPPORT, AND ADVOCACY

One of UMGC's core values is "Students First." This is at the heart of the UMGC mission and is key to our continued growth and success. Through various units, the university will integrate diversity, equity, and inclusion efforts into programs across UMGC to reach students across the globe.

The strategic initiatives that the university will undertake as part of our efforts toward being truly student-centric include the following:

1. **Providing a culturally relevant and student-focused curriculum**
 - a. The academic schools will review curriculum across departments to integrate education related to cultural competence, race, and society.
 - b. The university will establish a Student Diversity Council to engage with students in conversations related to diversity, equity, and inclusion within the classroom.
2. **Removing barriers to education and career success**
 - a. The university will audit, review, and enhance systems and programs to ensure all areas of the university and the classroom are accessible for all students, staff, and faculty.
 - b. The university will expand mental health resources and counseling support for UMGC students to better support their mental health and wellness.

WORKPLACE, CLASSROOM, AND COMMUNITY INCLUSIVITY

The commitment to diversity and inclusion begins with a clear vision and strategy but must be felt in the workplace and classroom where staff, faculty, and students experience UMGC. Whether physically proximal to one another or in a virtual space, individuals can use skills, tools, and resources to further champion diversity within their spheres.

Achieving workplace, classroom, and community inclusivity requires engagement across all sectors of the UMGC community and will be accomplished through the following:

1. Advisory councils and community feedback

- a. The university will create a diversity advisory council that comprises individuals across departments, divisions, and work streams to advise university leadership on matters related to diversity, equity, and inclusion and university culture.
- b. The university will create a faculty diversity advisory council to engage faculty in discussions related to the management of the classroom environment and the faculty experience.

2. Workplace equity and awareness

- a. The university will expand opportunities for training, development, and cultural dialogues to engage the UMGC community in critical discussions of race, culture, and belonging.
- b. The university will develop a comprehensive communication strategy to provide diversity and equity information, disseminate examples of best practices for promoting diversity and inclusion, and share dashboards for the communication and recognition of key diversity metrics.
- c. The university leadership will work to establish measurable goals for diversity and inclusion at the division, school, and department/unit levels that will also include accountability measures.



EXPANDING ACCESS
THROUGH UNIVERSITY
SUPPORT

118

Employee accommodations
made since June 2020

624

Students accommodated
as of October 2021

RECRUITMENT, RETENTION, AND DEVELOPMENT OF DIVERSE FACULTY AND STAFF

To ensure that UMGC is meeting the current needs of our diverse workforce and is equipped for the workforce of the future, it is imperative that the talent pipeline of staff and faculty be equitable and free of systemic barriers. Maintaining an equitable talent pipeline involves practices that ensure that the selection process for staff and faculty at all levels is open to a diverse group of candidates. In addition, it requires that the UMGC culture be welcoming while also offering developmental resources and access to opportunities that lead to career advancement.

By attending to the following areas in the recruitment, retention, and development of diverse faculty and staff, UMGC will build and nurture a workforce that reflects the communities in which students, faculty, and staff live and work.

1. Workforce demographics

- a. The university leadership will commit to increasing the diversity of the leadership ranks across divisions, schools, and departments.
- b. The university will monitor staff retention, promotion, and turnover rates to identify and remove barriers to career advancement.

2. Professional growth and advancement

- a. The university will establish a UMGC diversity certificate program to track and celebrate participation in diversity events and training.
- b. The Office of Human Resources will connect diversity competencies and values to performance reviews and expectations.
- c. The Multicultural Training team will offer regular training that prepares faculty and staff to lead, influence, and advocate for diversity change.





OUTREACH AND COMMUNITY ENGAGEMENT

While we continue to build engagement and strengthen our internal community, we must also engage with communities outside our walls to build better connections and support their educational goals and pursuits. As we reach out and open our arms to communities that have not always had access to or been included in higher education, we will be better equipped to build systems, curricula, and structures that meet their needs.

We must be active members of the communities around us to meet their needs and respond to issues that they may face. We will accomplish the necessary outreach and community engagement through the following:

1. **External community connectivity**
 - a. The university will partner with community organizations and leaders to ensure that we are appropriately and effectively educating and supporting underserved communities on their path to education.
 - b. The university will expand multicultural programs and initiatives to further the intercultural relations and functions within the university.
2. **Strategic collaborations and support**
 - a. The university will partner with community colleges and minority-serving institutions to better enhance their reach and to improve our ability to educate the students they serve.
 - b. University leadership will lead the identification and development of strategic opportunities with external organizations and groups that aim to increase the access to education for previously underserved populations.

COMMUNITY CONVERSATIONS

The UMGC community has engaged in discussions about

- Using gender pronouns
- Avoiding microaggressions
- Practicing inclusive behaviors
- Understanding privilege



CONCLUSION AND NEXT STEPS



IMPLEMENTATION AND UMGC COMMUNITY ADOPTION AND BUY-IN

This plan represents the strategic direction and guiding principles for diversity, equity, and inclusion efforts across the university. As the world continues to change and evolve, we will update and adapt this plan to ensure that it aligns with the role we play in changing lives and influencing the global education landscape. It will remain accessible via the online portal, and we will continue to host forums and opportunities for all members of the community to engage with us to share resources, suggestions, and recommendations. The inclusion networks and forthcoming faculty, staff, and student diversity boards will be beneficial to ensure that the voice of the community continues to be heard and shared.

FUTURE-FOCUSED EXPECTATIONS

Our future is shaped by the foundation that has been laid over the past 75 years. And while we are proud of how far we have come, we must continue to make strides if we want UMGC to become the university that we aspire to create. Our future will be made better by the many faces, voices, experiences, and perspectives of the people who are working and learning alongside one another around the world.

PROGRESS TRACKING AND COMMUNITY UPDATES

Successfully implementing this plan will require tracking and continued reflection to ensure that we are meeting our goals and strategic objectives. Through dashboards, key performance indicators (KPIs), and effective project tracking, we will measure and celebrate success while looking for areas that require additional attention. Because the entire UMGC community is on this journey together, transparency will be key, allowing the community to celebrate our collective achievements while also encouraging accountability. With that in mind, we will provide updates to the community through focused discussions, leadership presentations, and other university communications.

DIVERSITY, EQUITY, AND INCLUSION MISSION STATEMENT

University of Maryland Global Campus (UMGC) seeks to reflect the diversity of the global community within which it exists. Cultural differences are recognized, valued, and considered essential to the educational process and working environment. Therefore, the university promotes understanding of and mutual respect for all members of the community. The university provides an academic and social environment that encourages new ideas, an eagerness to learn, and positive working conditions.

The Office of Diversity and Equity exemplifies UMGC's commitment to providing resources that promote access, equality, and inclusiveness to all members of its community.