



Report on Institutional Programs of Cultural Diversity MSAR# 8751

Volume 1

December 2017

Lawrence J. Hogan, Jr.
Governor

Boyd K. Rutherford
Lt. Governor

Maryland Higher Education Commission

Anwer Hasan, Chairman

Sandra L. Jimenez, Vice-Chair

Vivian S. Boyd

John Holaday

Vera R. Jackson

Russell V. Kelley

Bryson Barksdale, Student Commissioner

Ian MacFarlane

Donna M. Mitchell

Joel Packer

Rizwan A. Siddiqi

John W. Yaeger

James D. Fielder, Jr., Ph.D.
Secretary

Lawrence J. Hogan, Jr.
Governor

Boyd K. Rutherford
Lt. Governor

MSAR # 8751
Report on institutional programs of cultural diversity
2017

TABLE OF CONTENTS

VOLUME 1

Executive Summary	1
Introduction	2
Institutional Initiatives	3
Underrepresented Student Recruitment and Retention	3
Underrepresented Faculty and Staff Recruitment and Retention	6
Faculty and Staff Cultural Training Programs	7
Curricular Initiatives to Promote Cultural Diversity in the Classroom.....	7
Co-curricular Programming for Students, Faculty, and Staff.....	9
Conclusion	10

VOLUME 2

Report Index.....	i
Institutional Submissions	
Community Colleges.....	1
Allegany College of Maryland	2
Anne Arundel Community College.....	14
Carroll Community College.....	25
Cecil College.....	36
Chesapeake College	49
College of Southern Maryland.....	60
Community College of Baltimore County.....	92
Frederick Community College.....	105
Garrett College.....	117
Hagerstown Community College	130
Harford Community College	140
Howard Community College	154
Montgomery College	166
Prince George’s Community College.....	177
Wor-Wic Community College.....	191
Four-Year Public Colleges and Universities	216
University System of Maryland.....	217

Bowie State University	230
Coppin State University	235
Frostburg State University	251
Salisbury University	262
Towson University	279
University of Baltimore	296
University of Maryland, Baltimore	313
University of Maryland, Baltimore County	341
University of Maryland, College Park	357
University of Maryland Eastern Shore	372
University of Maryland University College	387
University of Maryland Center for Environmental Science	395
Morgan State University	399
St. Mary's College of Maryland	416
Maryland Independent Colleges and Universities Association	438

2017 Cultural Diversity Report

EXECUTIVE SUMMARY

In accordance with Maryland Education Article §11-406, each public postsecondary institution in Maryland is required to develop and implement a plan for cultural diversity. These plans must include a description of how the institution addresses cultural diversity among its student, faculty, and staff populations; how the institution plans to further enhance diversity; and a summary of resources needed to recruit and retain a culturally diverse student body. Each institution must submit an annual progress report to the Maryland Higher Education Commission (MHEC) regarding the implementation of its plan. MHEC reviews these progress reports to monitor compliance with diversity goals established in the State Plan for Higher Education. These progress reports are included in Volume II of this report.¹

Goal 3 of the 2013 Maryland State Plan for Postsecondary Education, *Maryland Ready*, establishes a broad definition of cultural diversity, incorporating a wide range of socioeconomic factors and many different categories identifying populations underrepresented in higher education. Institutional plans address a number of these populations.

Institutions have developed a wide range of strategies to increase diversity on their campuses, and several common themes emerge. Recruitment of students from underserved populations has largely involved various forms of outreach to those populations to make them aware of postsecondary educational opportunities. Similarly, recruitment of faculty and staff has largely focused on increasing advertising in venues visible to many traditionally underrepresented individuals and outreach to institutions that serve them. Retention strategies have taken a two-pronged approach: providing additional support to underrepresented populations and creating an environment on campus that results in enhanced awareness of cultural diversity, including information and training for faculty, staff, and students.

In accordance with the goals established in *Maryland Ready*, Maryland's colleges and universities have made a number of strides towards ensuring that diversity is valued and embraced as a fundamental priority in Maryland's postsecondary environment. Maryland colleges and universities continue to utilize and develop new initiatives to enhance cultural diversity on their campuses.

¹ All 29 of Maryland's public institutions are currently compliant with the statutory requirement that each college and university operate a plan for cultural diversity; however, Baltimore City Community College was unable to submit the statutorily-required progress report in time for inclusion in this report.

INTRODUCTION

Maryland Education Article §11-406 requires that each public postsecondary institution develop and implement a plan for cultural diversity, including both an implementation strategy and a timeline for meeting goals established by the plan. Plans created in accordance with this statute must 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.

These plans are submitted annually to the institution's governing board for approval. Each governing board submits a progress report each year to the Maryland Higher Education Commission (MHEC) detailing the institution's implementation of its diversity plan. By statute, MHEC is the State agency responsible for monitoring compliance with the diversity goals of the State Plan for Higher Education.

In addition to satisfying the requirements of §11-406, this report provides an opportunity to monitor key access and success metrics critical to achieving goals articulated in Goal 3 of the 2013 Maryland State Plan for Postsecondary Education, *Maryland Ready*. Goal 3 outlines the state's commitment to diversity and achieving equitable outcomes for all students. *Maryland Ready* establishes a very broad definition of diversity, incorporating "age; cultural identity; disability; ethnicity; family educational history (e.g., first-generation college students); gender identity and expression; nationality; sexual orientation; political affiliation; race; religious affiliation; sex; economic, marital, social, and veteran status; or any other personal attribute included in institutional policies and codes."² The majority of diversity plans address each of these populations.

Maryland Education Article §10-211 requires that Maryland's state-aided independent colleges and universities also develop and report on programs designed to "promote and enhance" cultural diversity. These reports are submitted annually to the Maryland Independent Colleges and Universities Association (MICUA). MICUA provides the Commission with an annual status report based on reports submitted by the institutions, and includes an analysis of best practices in place at these campuses.

This report includes two volumes. Volume I provides a description of the types of programs available at public and independent institutions throughout the state focusing on certain aspects of diversity, along with brief highlights of some programs of each type. Volume II contains institutional narratives as submitted to MHEC, presented unedited by Commission staff. This

² Maryland Higher Education Commission, *Maryland Ready*, (State of Maryland: 2014), 36.

volume includes the narratives submitted by each of Maryland's public colleges and universities and independent institutions along with an index categorizing programs by type. Institutional narratives contain a summary of programs offered, a review of program implementation and progress towards the institution's diversity goals, and information regarding the campuses' reports under the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

INSTITUTIONAL INITIATIVES

In accordance with the requirements of §11-406, Maryland's institutions have developed a wide variety of initiatives to improve cultural diversity on their campuses, designed to "enhance cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff." A wide array of programs has been developed to increase representation of underrepresented populations among students, faculty, and staff, primarily through enhancing recruitment and retention of these populations. In addition, institutions have utilized training and curricular and co-curricular programming to help foster positive interactions within a diverse community.

Underrepresented Student Recruitment and Retention

As noted above, the definition of diversity in *Maryland Ready* is broad. Institutions continue to utilize this broad definition to increase their emphasis on recruiting and retaining members of underserved populations. At Maryland institutions, these populations include underrepresented minorities, low-income and first-generation students, veterans, students with disabilities, and other non-traditional student populations such as adults or returning students. Recruitment initiatives focus particularly on increasing outreach to venues which serve large numbers of students from underrepresented backgrounds, such as community events, churches, and schools serving substantial minority populations.

Programs of Particular Note:

- A number of institutions operate programs in correctional facilities to provide inmates with both secondary and postsecondary educational opportunities.
- The Fannie Angelos Program at the University of Baltimore selects eight juniors and seniors from Maryland HBCUs have to become Angelos Scholars and attend law school with full tuition.
- Community colleges offer a wide range of adult education courses that serve their surrounding community and offer community members access to higher education.
- Frederick Community College was able to obtain an AmeriCorps/VISTA staff member to work directly with English as a Second Language (ESL) students through their membership in the Maryland-DC Campus Compact, aiding in outreach and support for this population throughout Frederick County.
- Many community colleges offer on-site registration days at area high schools, where students can apply, complete placement testing, and register for classes.

Several institutions have also formed partnerships that provide them with the opportunity to enhance their outreach efforts to underrepresented populations. These partnerships attempt to address a number of concerns that occur at various points throughout the education pipeline, ranging from K-12 to the graduate school levels. A particular point of concern in addressing the

recruitment and retention of underserved student populations is that the level of student preparation for success in college is often insufficient. In an attempt to address this problem, many institutions have formed partnerships with local middle and high schools to provide students with services such as enhanced college advising and programming. Four-year institutions have also formed partnerships with two-year institutions to help with easing the transition for transfer students both academically and socially. Additionally, a number of programs are in place that are designed to increase underrepresented student representation and success at the graduate level.

Programs of Particular Note:

- Salisbury University and the University of Maryland Eastern Shore (UMES) operate a dual-degree program in Physics and Engineering. Students complete their first three years of core credits, physics, and introductory engineering courses at Salisbury, and then transfer to finish their final two years of engineering coursework at UMES.
- Coppin State University is the only institution of higher education in the State to have a public high school located on its campus and operated by the university. Coppin Academy is particularly focused on ensuring that every student is prepared for enrollment at a higher education institution upon graduation, including both academically and socially.
- The University System of Maryland (USM)'s B-Power Initiative is a partnership between the University of Baltimore, Coppin State University, the CollegeBound Foundation, Baltimore City Community College, and Junior Achievement of Central Maryland focused on increasing educational and employment opportunities for students from Baltimore City Public Schools.
- PROMISE is a National Science Foundation-funded Alliance for Graduate Education and Professoriate, a USM-wide initiative designed to aid STEM graduate student and postdoctoral success and entry into careers. These programs include activities such as Dissertation House, designed to provide support for students working to complete their dissertation, and the Summer Success Institute, providing peer and institutional support for new and continuing graduate students, postdoctoral fellows, professors, and other professionals.
- The Teacher Education program at Harford Community College operates a partnership with Kenya's Presbyterian Teachers College – Rubate, to provide faculty members with the ability to participate in faculty exchanges between the two institutions.

A particular ongoing concern in the recruitment of underrepresented populations is the perception of cost as a barrier to higher education enrollment. Many institutions have developed financial aid programs specifically targeting underserved student populations. Additionally, institutions utilize venues such as admissions events to educate students and parents on the many forms of financial aid that are supported by federal, state, and local programs. Many of these financial aid outreach activities are conducted at venues attended largely by low-income, first-generation, and underrepresented-minority students, parents, and community members.

Programs of Particular Note:

- The Economic Impact Scholarship for Somerset and Wicomico Counties provides opportunities for low-income recent high school graduates and GED earners to attend Wor-Wic Community College for free. In addition to financial support, scholarship

recipients work with designated faculty advisors and student development coaches to aid in their academic success.

- The Maryland Independent College and University Association's 13 institutions participate in the Guaranteed Access Partnership Program (GAPP) to increase access for students who might otherwise lack the resources to attend an independent institution. This program provides matching funds for students who receive financial aid through the Maryland Guaranteed Access (GA) Grant, up to the maximum GA award amount, for up to four years.
- St. Mary's College of Maryland offers the STEM Navigator Scholarship Program, funded by the National Science Foundation, to members of historically underrepresented groups who intend to major in STEM fields.
- Morgan State University provides scholarships through the Bernard Osher Foundation and the Crankstart Foundation to adult students between the ages of 25 and 50 who are seeking a bachelor's degree and are returning to school following an enrollment gap of five or more years.

In addition to programs offering additional financial support to students from underrepresented populations, institutions operate a number of programs that supply additional academic and social supports to encourage retention and success. These programs target a variety of underrepresented populations, including those who are food-insecure or low-income, students with disabilities, first-generation students, or students from groups with historically low rates of representation and/or success. Many of these programs include common elements such as mentoring additional tutoring, cohort-based supplemental instruction, personal and professional development services, and intrusive advising. However, there are many other ways in which institutions provide additional support to students from underrepresented populations, such as services to provide emergency support to students at risk of not being retained due to extreme circumstances or comprehensive disability support services. Many of these programs operate under Federal TRIO grant support, although a number of them also receive support from their surrounding communities or other entities.

Programs of Particular Note:

- Garrett College offers a special retention program focusing on athletes in an attempt to address low retention rates among its minority athlete population.
- Frederick Community College offers a cohort-based program that provides students with the opportunity to complete a General Studies associate degree program through a mix of online and traditional instruction, and students in the program are eligible for scholarships to provide for the cost of child care.
- Many institutions, particularly community colleges, partner with their surrounding communities to operate food pantry programs for food-insecure students and families.
- The McDaniel [College] Opportunity Award provides support to undergraduate students who have exhausted all other sources of financial aid, demonstrate financial need, and have completed 15 credits at the college with at least a 2.0 GPA.
- The Combat 2 College Program at Montgomery College provides veterans with business and networking opportunities to assist transitioning students. This program was developed in conjunction with a number of veteran-affiliated organizations and offers enhanced advising, assistance with obtaining disability services, and activities specifically designed to reach the veteran population. The college also provides women

veterans a dedicated space for gathering and studying; this Center for Women Veterans was the first of its kind in the country.

Underrepresented Faculty and Staff Recruitment and Retention

One major concern regarding the recruitment of underrepresented faculty is the smaller number of individuals possessing the credentials needed to enter the professoriate. A number of institutions have created partnerships and programs specifically focusing on increasing the number of graduate students from these populations who are prepared to enter into faculty positions. Many of these programs provide additional supports to graduate students, such as mentoring and supplemental training, to assist them in completing their educational programs.

For both faculty and staff employment, an additional concern is the visibility of job postings. Institutions advertise in publications such as *Insight into Diversity*, *Diverse Issues in Higher Education*, *Minority Update*, *Journal of Blacks in Higher Education*, and *Hispanics in Higher Education*, each of which focus specifically on increasing diversity within the higher education community. Many institutions participate in job fairs at institutions with high numbers of minority students, such as historically black colleges and universities, Hispanic-serving institutions, and other minority-serving institutions. Training is also provided to search and hiring committees to ensure that those individuals are aware of equal opportunity practices, such as federal and institutional non-discrimination guidelines.

Programs of Particular Note:

- The University of Maryland, Baltimore, the University of Maryland, Baltimore County, and the University of Maryland, College Park participate in the Alliance for Graduate Education and the Professoriate. This program is funded by the National Science Foundation and is focused on increasing the numbers of underrepresented students with STEM Ph.Ds.
- Mount St. Mary's University and Frederick Community College are two of 11 institutions participating in the Howard University Preparing Future Faculty program, which provides additional training, mentorship, and teaching placement to underrepresented minority graduate students.
- The Emerging Scholars Program at the University of Maryland, Baltimore County provides funding for programs, departments, and centers to host graduate students from underrepresented communities for a two-day immersion experience to enhance recruitment of a diverse faculty.
- Applicants for faculty and senior administrator positions at St. Mary's College of Maryland are required to demonstrate their commitment to diversity within their application materials.

Once faculty and staff have been employed by the institution, institutions operate a number of programs designed to ensure the continued presence of a diverse community. A number of institutions offer mentoring programs for new faculty and staff members to ensure that new employees have the knowledge and resources needed to succeed and progress in their careers. Among these initiatives are programs serving women working in STEM fields, where they remain underrepresented, and similar programs available to a number of other specific populations. Increased professional development opportunities are also offered to faculty and

staff to enable them to pursue topics of special interest and to encourage their engagement with the university community. A key aim of these programs is supporting the retention of minority faculty and staff.

Programs of Particular Note:

- Towson University conducts focus groups with newly-tenured faculty to help them identify the support mechanisms provided by Towson to help them reach and achieve tenure.
- The University of Maryland, Baltimore County's Postdoctoral Fellowship for Faculty Diversity is an in-residence fellowship designed to increase faculty diversity by supporting the success of new Ph.D. recipients, incorporating a number of programmatic elements such as increased mentoring and professional development opportunities.
- Frederick Community College offers the Faculty Innovation grant to encourage retention by providing funding for collaborative and innovative learning opportunities.

Faculty and Staff Cultural Training Programs

All colleges and universities integrate information regarding diversity and inclusion into new employee training. In particular, institutions focus upon the impact diversity within the broader campus setting has on increasing student success. Training is designed to provide faculty and staff members with increased awareness of a wide variety of diversity issues, ranging from providing safe spaces for LGBTQIA students to appropriate accommodations for students with disabilities. Additionally, a number of training opportunities are provided for faculty members interested in further incorporating diversity into the course curricula.

Programs of Particular Note:

- Frostburg State University offers a National Coalition-Building Training Institute (NCBI), a train-the-trainer course for students, faculty, and staff to enable them to facilitate the NCBI module in its freshman seminar course.
- Along with many other topics covered in its Faculty Summer Institute, Carroll Community College provides faculty and staff with training on managing multiple generations in the workforce to help identify challenges and strengths that may arise in this diverse working environment and how to foster intergenerational communication.
- The Community College of Baltimore County offers an intensive Culturally Responsive Teaching seminar designed to increase faculty and staff's understanding of race and culture, train faculty to manage differences by race and culture in the classroom, and increase student success.

Curricular Initiatives to Promote Cultural Diversity in the Classroom

All Maryland institutions include the study of diverse cultures in their general education requirements in some way. While not all require that courses specifically focus on diversity, institutions at minimum require the incorporation of diversity concepts into the curriculum. Diversity concepts required in the general education program generally include courses in topics such as world history, languages, and sociology.

Many institutions also offer academic majors, minors, and other programs that utilize an interdisciplinary approach to study subjects related to diversity, such as social and cultural studies programs. Additionally, a number of programs include course requirements relating to diversity within the specific field of study. This is particularly true of professional programs, which offer courses focusing on working with diverse populations in a practical setting. These courses are offered in accordance with certification and licensure requirements, although in many cases institutions have increased their offerings beyond the minimum requirement. Institutions also increasingly offer specialized tracks within their program focusing on working with the diverse populations students will be expected to serve upon completion.

Programs of Particular Note:

- The University of Baltimore law school created a new Human Trafficking Prevention Project clinical project within the Civil Advocacy Clinic, providing victims of human trafficking with representation by student attorneys to work towards reducing impacts of the criminal justice system.
- The University of Maryland, Baltimore School of Medicine offers a social justice track that examines the cause of societal disparities and how these impact social determinants of health.
- Frederick Community College created a new interpreter studies program designed to prepare students for careers in sign language interpretation.
- Howard Community College and the Community College of Baltimore County, among other community colleges, offer students the opportunity to enroll in global awareness programs. For students to be recognized as globally aware at the time of graduation or transfer, students must have completed a globally intensive curriculum including study of a world language, participation in an intercultural immersion experience, and attendance at a number of campus events related to globalization.
- The University of Maryland University College offers a minor in Diversity Awareness, an interdisciplinary program that focuses on different types of diversity in contemporary society.

In our increasingly globalized world, study abroad and its benefits for both the participant and the community have taken on greater prominence. Many institutions operate study-abroad programs and offer a wide variety of opportunities for students, faculty, and staff to experience time abroad, living and studying in a different culture. In addition to traditional semester- or year-long study abroad programs, campuses operate programs such as alternative breaks, providing students with the ability to perform service work overseas, and faculty-led tours and experiences. The importance of exposure to diverse worldviews has also led institutions to increase their efforts to act as a destination for study abroad students from other countries.

Programs of Particular Note:

- Salisbury University continues to emphasize the importance of study abroad continuing through the graduate levels in many of its academic programs. Because of this, Salisbury was recognized by the U.S. Department of State, Bureau of Educational Affairs, in its annual Open Doors report, as one of the top 40 Master's Universities in the U.S. for study abroad participation in 2014-2015.

- Bowie State University, Morgan State University, and the University of Maryland Eastern Shore participate in the HBCU-China Scholarship Network, which provides students at participating HBCUs with financial support to attend universities in China.

Co-curricular Programming for Students, Faculty, and Staff

Many institutions also offer programming such as lecture/discussion series and workshops that are available to both students, faculty, and staff and the surrounding community. These programs typically center on specific issues of interest to both the campus and local communities. For the past two years, a central focus at many institutions has surrounded race relations, including increasing understanding of socioeconomic issues and their entanglement with inequality. However, a number of other topics have been subjects of workshops and discussion series, particularly topics designed to provide participants with additional perspective on the way culture shapes identity and understanding. All are designed to inspire critical thought and communication surrounding multi-faceted issues of diversity.

Co-curricular programming at Maryland’s colleges and universities allows students, faculty, and staff to learn about and interact with the cultures of others, as well as celebrate and share aspects of their own. These programs include some with a focus on diversity in a broader sense, such as gender, ethnic, and religious diversity, as well as programs more specifically targeting traditionally underrepresented student, faculty, and staff populations. These are designed both to inform the campuses at large about potential issues that may be of special interest to these populations and to increase awareness of resources that might be available to each population. Many of these are held as part of broader celebrations and events, such as religious holidays, diversity weeks, or a specific occasion such as National Coming Out Day or Take Back the Night. Music, art, and cultural celebrations are highlights of these events, which are typically open to the surrounding communities and increase both student and community awareness and increase engagement with the local community.

Programs of Particular Note:

- Towson University holds a weekend Retreat for Social Justice Awareness Day where students create opportunities for peer education on social justice and diversity issues.
- Prince George’s Community College held a diversity round table discussion, “Disrupting Inequality,” focusing on the outcomes of the November 2016 election and how best to support individuals for whom those results might have instilled a “new level of fear.”
- Students from Prince George’s Community College were provided the opportunity to attend “Black Women Rise,” a conference focusing on issues such as the LGBT community, women in the corrections system, organizing and activism, finance, gender violence, and health and healing.
- Allegany College of Maryland and Frostburg State University partnered to host a “Rural vs. Urban Values” dialogue between students enrolled in Allegany College’s Peace and Conflict course, students from Frostburg State University’s Communications Program, and local community residents. This program was designed to create discussion about rural and urban values and perspectives, and reflect upon systemic challenges that create divisions between diverse populations.

- Coppin State University hosts a Cultural Marketplace, where students, faculty, and staff promote each other's businesses and invite vendors who sell cultural food, clothing, books, jewelry, and other materials.
- In celebration of African American History Month, the Wor-Wic Community College Center for Academic and Career Success in Nursing and the nursing department collaborated to present a poster and table display celebrating African American inventors, scientists, and healthcare professionals.
- College of Southern Maryland hosted Negro League Hall of Famers Jimmy Bland and Eddie Banks in a discussion about their experiences both as Negro League baseball players and as members of the United States Armed Forces.

CONCLUSION

The programs highlighted above are only a small selection of the programs offered by Maryland's colleges and universities. The index and full reports contained in Volume II provide more detailed information regarding the scope of each campus's diversity activities. As these narratives show, institutions continue to develop new initiatives designed to enhance cultural diversity on their campuses. In addition to the development of programs designed to increase the number of underrepresented students, faculty, and staff at Maryland's colleges and universities, institutions utilize a number of curricular and co-curricular methods to foster welcoming environments throughout the campus community.

In the past two years, a number of high-profile incidents and rising social tensions on and off campuses have fostered growing awareness and concern regarding diversity in higher education. Issues such as the composition of the faculty and staff, racial tensions and provocative and hostile incidents on campuses, and apprehension about community support, or lack of it, for members of minority groups remain at the forefront of a national dialogue surrounding diversity. The institutional narratives contained in this report indicate that Maryland colleges and universities are working to address precisely these issues, in order to foster supportive and inclusive environments on their campuses and beyond. However, diversity has always been a social concern that requires ongoing commitment and involvement, especially in times of heightened anxiety such as these. The efforts of Maryland's college campuses and communities will continue to reflect, and affect, the broader conversation about the role diversity plays in our contemporary society.